Education in the Punjab,
report,
1910-11 to 1914-15 and
Quinquennial ending 1911-12

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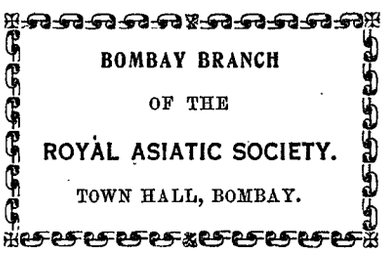

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REPORT ON EDUCATION IN THE PUNJAB, 1910-11.

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REPORT

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FOR

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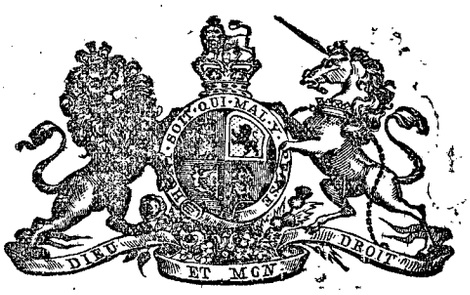
1910-11.



Lahore:
PRINTED AT THE PUNJAB GOVERNMENT PRESS,
1911.

Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1678, dated 6th November 1911.

READ—

The report of the Director of Public Instruction, Punjab, for the year 1910-11.

REMARKS.—Under the orders of the Government of India the Director's report has been curtailed. It consists of only 9 pages as compared with 30 pages last year. A full quinquennial report will, however, be due next year. In connection with the present abbreviated report any detailed discussion of educational policy would be out of place. His Honour's remarks will therefore be brief.

2. Judged by the figures for school attendance the year was one of considerable progress, the total increase being 12,901 pupils in public institutions and 4,573 pupils in private schools. The proportional increase was greatest in high schools, where the number of pupils increased by nearly 10 per cent., and in Arts Colleges, where the increase exceeded 10 per cent. There was an addition of 6,024 pupils to the attendance rolls of Primary Schools. The increased attendance in High Schools and Arts Colleges has been accompanied by larger fee receipts, the total income from fees having exceeded that of the previous year by no less than Rs. 1,83,707. The present scale of fees does doer not appear to have operated in any degree as a deterrent.

3. Although averse to any interference with the discretion of district boards in the matter of their apportionment of expenditure, His Honour desires to be kept fully informed regarding the treatment which education receives in connection with district fund budgets; and where, as in the instances given in paragraph 8 of the report, reductions, in some cases substantial, have been made in the education grants, he would be glad to receive an explanation of the reasons which have led to such results. In an abbreviated report the Director probably found that considerations of space prevented the necessary explanations being appended to the statement of decreases in expenditure. His Honour would, however, be glad if Mr. Godley will report separately in the matter. In the western districts of Shahpur, Gujrát, Attock, Miánwáli and Muzaffargarh, where *primâ facie* education has a good deal of ground to make up, reduction in expenditure is to be deprecated, especially if it affects primary schools. The scheme alluded to in the report of systematically proportioning the Government grants to local expenditure has been sanctioned since the close of the year, a substantial addition being made to the total Provincial expenditure on such grants-in-aid in order to facilitate the working of the scheme.

4. The number of pupils in recognized Gurmukhi schools and classes has risen from 1,756 to 2,038, but this latter total represents less than one in every hundred of the pupils in public institutions. No information is given in the report as to the extent to which the Nagri script is used as a medium of instruction. Its use is believed to be confined to the schools conducted by the Arya Samaj.

5. The views of the Punjab Government on the question of elementary education have recently been communicated to the Government of India in connection with Mr. Gokhale's Bill to make it free and compulsory.

ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and to the Government of India, Home Department, with copies of the report.

By order of His Honour the Lieutenant-Governor,

M. W. FENTON,

Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—8-11-11—1671—413—C D.

In accordance with the orders of the Government of India, the report for the year ending on March 31st, 1911, is given in a summarised form.

General Statistics.

1. *Public Institutions.*—The following statement shows the number, as compared with that of the previous year :—

For Males.

Arts Colleges	11	(+1)
Professional Colleges	5	
High Schools	98	
Middle Schools	209	(+3)
Primary Schools	3,321	(−24)
Institutions for special instruction	30	

For Females.

Professional (Training) Colleges	2	
High Schools	15	(+3)
Middle Schools	35	(+5)
Primary Schools	599	(−3)
Institutions for special instruction (industrial schools and training classes).	18	(+7)

There is thus a total decrease of 8 institutions, due to the closing of some primary schools.

2. *Attendance in Public Institutions.*—There has been a general increase of the numbers in attendance, especially in high schools. The following list gives details :—

For Males.

Arts Colleges	2,270	(+248)
Professional Colleges	674	(+75)
High Schools	44,831	(+4,006)
Middle Schools	42,295	(+1,336)
Primary Schools	164,361	(+6,049)
Institutions for special instruction	3,137	(−101)

For Females.

Professional (Training) Colleges	35	
High Schools	1,306	(+229)
Middle Schools	4,013	(+942)
Primary Schools	25,894	(−49)
Institutions for special instruction	802	(+166)

The total increase is 12,901.

3. *Private Schools.*—The statistics collected with regard to private institutions show an increase of 53 schools and 4,573 pupils.

Including schools of all kinds, the percentage of scholars to the estimated population of school-going age has risen in the case of boys from 17·39 to 18·17 and in that of girls from 3·12 to 3·51.

4. *Expenditure.*—The total educational expenditure has risen from Rs. 58,43,382 to Rs. 60,57,056. The following is a comparative statement of expenditure from each source:—

	1909-10.	1910-11.	Difference.
	Rs.	Rs.	Rs.
Provincial Revenues	18,60,957	18,60,660	−297
District Funds	12,39,489	12,31,251	−8,238
Municipal Funds	3,42,982	4,04,322	+61,340
Fees	13,33,945	15,22,652	+1,88,707
Private	9,19,981	8,98,217	−21,764
Imperial	1,46,028	1,39,954	−6,074
Total increase ...			2,13,674

There is again a very large increase in the receipts from fees, which now defray more than a quarter of the total expenditure. Fee-receipts in Government institutions alone increased by Rs. 62,184. More was spent from district funds on the maintenance of schools, but less on buildings. From municipal funds more was spent under all headings, except furniture and scholarships. Provincial expenditure in the above statement includes the cost of the Medical College and Schools, and the Veterinary and Agricultural Colleges, expenditure on which is not controlled by the Education Department. Deducting the net cost of these institutions, provincial expenditure on education was a little over 16 lakhs, or about the same as in preceding years. Expressed in English money, about £108,000 were spent on education from provincial funds, and from public funds of all kinds taken together about £225,000.

Of the amount spent from public funds on the upkeep of institutions for general education, Rs. 1,14,613 were spent on Arts Colleges, Rs. 7,72,234 on secondary schools, and Rs. 8,55,574 on primary schools. Secondary schools, however, include vernacular middle schools, which are the source of supply of primary school teachers. Indirect expenditure is more difficult to apportion, but it is clear that the bulk of the cost of inspection (Rs. 2,80,432) is incurred on account of primary schools, while in the case of buildings secondary schools have perhaps a slight advantage. In any case the expenditure, direct and indirect, on primary schools is disproportionately low.

5. *Provincial Budget.*—Owing to the introduction of a new system of accounts, it has been found possible for the first time, at the cost of much clerical labour, to reconcile the figures of expenditure shown in Table IV of this report, which is compiled in the Director's office, with the Accountant-General's figures. The Accountant-General reports educational expenditure to have been Rs. 22,54,092, to which must be added the expenditure on Medical and other Colleges and schools not controlled by the Department (Rs. 2,80,576), Public Works Department expenditure on educational buildings (Rs. 1,09,710) and grants to the Khalsa College and Punjab Public Library (Rs. 11,600); while to the figure of provincial expenditure shown in Table IV should be added fee-receipts in Government institutions (Rs. 3,51,428), Imperial and Provincial grants to district boards for primary education (Rs. 4,20,000) and Provincial grants to municipal committees for secondary schools (Rs. 21,000). The total in the former case is Rs. 26,55,977, and in the latter case Rs. 26,55,562. So long as different principles are followed in compiling the two sets of figures (which is inevitable under the present system), there will always be difficulty in making them tally.

Educational expenditure under the various budget heads amounted to Rs. 22,54,092, which includes the Imperial grants for primary education (Rs. 3,00,000), European Schools (Rs. 27,000), and the University (Rs. 30,000). The total expenditure shows a slight decrease on that of the previous year. The provision for grants-in-aid was exceeded by Rs. 34,385, the expenditure being Rs. 68,838 more than in the previous year, but the excess was fully covered by savings under other heads, especially under stipends in training institutions, the demand for which annually falls short of the supply. The

expenditure under Direction, Inspection, Government Colleges, and Government Schools—General, also fell short of the estimate ; and as no reduction had been made for probable savings, the total estimate was not worked up to, whereas in the previous year it had been exceeded.

6. *Building Grants.*—Building grants, aggregating Rs. 78,695, were made to 18 aided schools. The principal recipients were the Kinnaird Girls' School, Lahore ; the T'alim-ul-Islam High School, Qadian ; the American Presbyterian Mission Girls' School, Ambala ; the Scotch Mission High School, Gujrat ; the Dayanand Anglo-Vedic High School, Rawalpindi ; and the Loreto Convent School, Simla. Furniture grants, aggregating Rs. 3,241, were also distributed.

Controlling Agencies.

7. *Inspecting Staff.*—The Department suffered a loss by the death of Lala Sheo Lal, Inspector of Schools in the Jullundur division, in October, 1910. Lala Sheo Lal was an officer of great experience, whose death almost at the close of his service caused general regret. His place at Jullundur was taken by Mr. Wright, formerly Inspector of Schools at Delhi, while Lala Sheo Dayal, M. A., was transferred from the Training College to the Delhi vacancy. There were comparatively few changes in the subordinate inspecting staff, whose work was generally approved.

8. *District Boards.*—The expenditure of the boards in the Lahore, Jullundur and Rawalpindi divisions on primary education was not such as to satisfy the inspecting officers. Now that the 25 per cent standard has been abolished, it is impossible to say what proportion of its income a local body may be expected to spend on education, but in view of the importance which the question of extending elementary education is assuming, it may perhaps be urged that there should be no reduction of former expenditure on this object, unless special circumstances necessitating economy have occurred. In the following instances there has been an appreciable decrease of the net expenditure on education, as compared with last year's figures :—

District.	*Decrease.* Rs.
Hoshiarpur	2,577
Ferozepore	5,136
Gurdaspur	5,640
Sialkot	5,508
Gujrat	9,277
Shahpur	11,291
Attock	7,647
Mianwali	2,827
Muzaffargarh	2,821

The abolition of a numerical standard of educational expenditure can hardly be assumed to have had an influence in lowering expenditure in these instances, for, in point of fact, the standard was never enforced. Nor has there been any change of policy or slackening of effort on the part of officers of the Department, who have been as strenuous as ever in championing educational interests. So far as the general cessation of activity in opening primary schools is concerned, the explanation is quite a simple one. The special recurring grant made by the Government of India in 1905 is now fully utilised in the maintenance of existing schools, and the cost of any further increase has to be met from the limited resources of the boards, which are also being drawn upon to provide higher pay for teachers. Until another large grant is made from imperial or provincial funds, it is to be feared that there will be little appreciable addition to the number of board primary schools. Meanwhile a stimulus may be given by systematically proportioning Government grants to local expenditure, which has not been done hitherto. A scheme with this object has been prepared, and is now under the consideration of Government.

9. *Municipal Committees.*—The expenditure of the municipal committees of Lahore, Amritsar and Delhi on education bears only a small proportion to their income. The Delhi municipality "has not yet provided houses for its primary schools nor made provision for the increased demand for education, as the congestion in local schools would indicate." The Jullundur Inspector says that the larger municipal committees in the division are not doing their duty towards education and have but a small number of children under instruction. The Rahon committee, he adds, made a profit from their school, though in receipt of a grant from the district board. "The school and boarding-house buildings are insufficient and in a disreputable state of repair in some cases. Furniture and salaries are inadequate." In other divisions the municipal committees are considered to have been fairly active.

10. *Private Agencies.*—Educational enterprise has mostly been confined to religious bodies. The Arya Samaj, who maintain a number of schools, especially in the Jullundur division, have begun the erection of a new building for their high school at Rawalpindi. Two new middle schools have been opened by the Khalsa Diwan in the Rawalpindi division, and in the Multan division the Muhammadan Anjumans have shown some activity.

Collegiate Education.

11. *University.*—The principal change during the year was the shifting of the dates of all examinations, except the Entrance, from March to May, with a view to securing a longer cold-weather session for College lecturing and making it possible for the University year to terminate at the commencement of the summer vacation. Changes in the regulations were made by which the endowments for readerships are applied to the purpose of research, and by which candidates failing in degree examinations in one subject are excused, under certain conditions, re-examination in the other subjects. The inspection of affiliated colleges was carried out as in former years.

12. *Arts Colleges.*—The number of students rose by 248 to 2,270. This was partly due to the opening of the Dayal Singh College, Lahore, in May, 1910. In the Government College the Professorship of Philosophy, which had remained vacant since May, 1909, was filled in January, 1911, by the transfer from Bombay of Mr. Saunders, who, however, went on leave early in March. In this instance, as in others, much inconvenience has been caused by the present unsatisfactory mode of recruitment for the Educational Service.

The numbers in the Dayanand Anglo-Vedic College, Lahore, rose to 583 : the Government and Forman Christian Colleges, which are next in size, were obliged to refuse students for want of room. The Khalsa College moved into its new but unfinished building during the year, and the new building of the Islamia College, Lahore, has also been occupied. The year generally was one of steady development. The income from fees, it may be noted, rose by Rs. 34,236, and that from endowments by Rs. 14,852.

Secondary Schools (Boys).

13. One new high school (at Sialkot) and three middle schools have been added. The attendance again showed a large increase : in the Lahore division alone there was an increase of 2,243. Expenditure has risen generally, but the rise in fees has been more than proportionate, and less has been spent from provincial funds. Fees defrayed a percentage of the expenditure varying from 42 in Delhi to 55 in Multan. The income from fees, it should be added, will show a further increase, a higher scale having been introduced at the close of the year under report. The number of trained teachers is gradually increasing ; in Government schools, however, a slight decline is noticeable, which may be due to the poor prospects offered in Government service. The direct method of teaching English is gaining in favour, and more attention is being paid to science and drawing : in two cases subscriptions have been voluntarily given by the people for the purpose of instituting special science courses in Government schools. The practice of opening school with prayer has become common in non-denominational schools. Instances of weak discipline have been rare. Physical

training has been well attended to, but the Multan Inspector notes that he remarked deterioration of physique in some middle schools "where, it seems, the boys are put too early into schools, are ill-fed, and pushed too fast."

A weak feature of the schools is the tendency on the part of some headmasters to promote too freely, now that the check of the Anglo-Vernacular Middle School examination has been removed. Inspectors are finding it necessary to exercise a more direct control in this respect.

Primary Schools (Boys).

14. *Statistics.*—Omitting the figures for European schools, there was a decrease of 25 institutions, accompanied by a rise of 6,030 in the number of pupils. In the Lahore division no less than 44 schools were closed. The expenditure from district funds on the upkeep of primary schools increased, however in this division, as did the number of pupils, from which it may be inferred that many of the schools closed by the boards were thinly attended, owing to popular indifference, or to the incompetence of the teacher, or to the location being unsuitable. In the Multan division, on the other hand, 21 new schools were opened, chiefly in the Lyallpur district. The rise in attendance was greatest in the Rawalpindi division, although there was no addition to the number of schools. The expenditure from district funds on maintenance increased in every division except Jullundur.

15. *Teachers.*—As I said in my last report, the poor quality of much of the teaching is a weak point in the schools and an obstacle to the spread of education: parents are disinclined to send their children to school when the teacher does not command their confidence. At the present time only half of the teachers in primary schools are trained men, and the qualifications of many of the others are meagre. The number of trained teachers increased by only 47 during the year, in spite of the larger outturn from Normal schools, so that there is apparently a leakage of teachers into other callings. It is satisfactory to note that the pay and prospects of teachers are being steadily improved, and in future Rs. 15 and Rs. 12 will be the recognised minimum pay of qualified head teachers and assistants, respectively. Provident funds to which teachers contribute have been established. Training classes for teachers of lower primary schools are being opened in connection with vernacular middle schools, to supplement the Normal schools.

16. *Instruction.*—The course for rural schools has gained in popularity, but *bahi khata* and accounts, which are among the special features of the course, are not well taught as yet. The Multan Inspector notes that Urdu caligraphy tends to deteriorate in rural schools, and there is a tendency to use the ordinary rules of arithmetic instead of the native system. Gurmukhi has made some progress in the Lahore and Multan divisions; the number of pupils in recognised Gurmukhi teaching schools and classes has risen from 1,756 to 2,038. The demand, however, is local: in the Multan division it seems to be confined to Lyallpur. There are also a number of boys in private schools learning Gurmukhi. Some manual instruction is frequently advocated for primary schools, but apart from other considerations the lack of qualified teachers would be an obstacle to its introduction. A few school gardens, however, are kept up with the pupils' help, and the Rawalpindi Inspector thinks that the district boards should encourage such efforts by supplying seed and offering rewards. Mr. Wright, the Jullundur Inspector, is also in favour of plots of land being attached to primary schools for agricultural purposes.

17. *Buildings.*—Ten new buildings were added in the Delhi division and five in Rawalpindi: the numbers in the other divisions have not been stated. General complaint is made as to the condition of the school-houses, many of which are lent or rented dwellings unsuitable for school purposes. In Ambala the schools committees have been entrusted with the repairing of buildings, an experiment which is said to have worked well, and which might advantageously be tried elsewhere. There seems to be a tendency on the part of the boards to erect comparatively expensive buildings, and to rely too little

on the co-operation of the people. Thus in the Multan division the cost of a school-house is said to range from Rs. 1,660 to Rs. 2,600, and even higher rates are quoted elsewhere. The view doubtless is that cheaper buildings would eventually cost more in upkeep.

18. *Agriculturists' Children.*—The number in primary schools seems to have decreased in the Lahore, Jullundur and Delhi divisions, but this may be due to a change of definition. Probably there is no appreciable change of attitude, the proportion of pupils being about half as before. In Rohtak and Hissar, the Inspector says, "tending cattle is preferred to education". The Deputy Commissioner of Shahpur is renewing the experiment of part-time schools for children employed in agriculture. This is, of course, the only feasible solution of the difficulty, but it assumes that education is valued for its own sake, which unfortunately is not the case as yet.

19. *Indigenous and Private Schools.*—The so-called "indigenous" schools are usually private venture schools started in the hope of a grant-in-aid. The number has slightly decreased, and in most districts the people ask for board schools in preference. The majority of the schools classed as "private" are schools teaching religious books.

Training of Teachers.

20. *Central Training College.*—The number of students—213—was the highest on record, and the examination results were excellent, except in gymnastics. It is satisfactory to note that there was a marked increase in the number of graduates in the Senior Anglo-Vernacular class, and an improvement in the qualifications of the candidates generally. While the Senior Anglo-Vernacular class rose from 23 to 43, the B. T. class relapsed from 8 to 4, three of whom were teachers selected by Inspectors for higher training. The comparative failure of this class to attract recruits is doubtless due to the fact that prospects in the educational profession are not such as to induce men to devote two years to training after graduation. If the recommendations of the University inspecting committee are accepted, the B. T. degree course will in future be limited to one year. Simultaneously it is proposed to extend the course to two years for candidates who have only the Entrance qualification, a change which has long been needed.

The Senior Anglo-Vernacular class contained seven women students, three of whom were graduates. The students subscribed Rs. 100 to the Dera Ghazi Khan relief fund, and also subscribed to assist students in temporary difficulties. A playing field is much wanted, the ground formerly lent for the purpose having been taken back by Government as a site for new offices.

21. *Normal Schools.*—The recruitment was slightly below the previous year's figure, but 293 candidates received certificates, as compared with 250 in 1910. Algebra and Euclid were omitted from the course in order to give time for instruction in arithmetic by indigenous methods, and Hindi and Panjabi were made alternative with Persian. Other changes have since been made with the view of making the instruction as simple and practical as possible. The headmasters did some useful work in the way of preparing charts, etc., for use in teaching. Employment was readily obtained by the successful students, of whom 12 were given posts on Rs. 16, while the majority received Rs. 10 and upwards.

22. *Other Training Institutions.*—The Sanawar class for European teachers contained 15 students, of whom seven came from the United Provinces, and one from the Central Provinces. An attempt has been made to bring the work up to the level of the syllabus for the diploma in pedagogy of the London University. In view of the usefulness of the class, it is regrettable that no students have been sent from Bengal, Madras, or Bombay. A new syllabus was introduced in the Simla institutions for women teachers. In the Normal School for Women, Lahore, the number increased to 20, more coming from outstations.

Technical and Special Instruction.

23. Exclusive of institutions for training teachers, the province is fortunate in possessing an exceptional variety of institutions for imparting professional or special education. Of these the Mayo School of Art, the Railway Technical School, certain institutions for clerical training, and the Engineering School are under the immediate control of the Department. The last named institution will be transferred to the control of the Public Works Department as soon as the new buildings which have been under construction are completed. The Mayo School of Art, with 229 students, had a busy year, the amount of special work executed outside the ordinary school course (including the preparation of the design, canopy, etc., for the amphitheatre of the Delhi Darbar) being strong testimony to the estimation in which the school is held. The numbers in the Railway Technical School largely increased; instruction in estimating was introduced and an enlargement of the scope of the school, together with the provision of new plant, is under consideration. This school, like the other industrial schools of the Province, is inspected by the Principal or Vice-Principal of the Mayo School of Art. The largest board industrial schools are at Amritsar, Ludhiana, and Delhi: the popularity of such schools, if judged by the numbers in attendance, does not seem to be increasing. The Government Clerical and Commercial School at Amritsar had 51 pupils, and all the boys who completed the course obtained suitable employment. The Lahore continuation classes for men and women, in which shorthand, typewriting, book-keeping, etc., are taught, were well attended. Fourteen students of the women's classes competed for a gold and a silver medal offered by the Remington Typewriter Company, and 11 of them obtained 1st and 2nd division certificates.

There was a falling-off in the admissions to the Reformatory School, Delhi. A new system of rewards for good conduct was introduced. Out of 27 boys discharged during the year, five are employed in agriculture, and only three in the trades they learnt at school, while eight are following other trades. About five acres were added to the school grounds, and various structural and other improvements are being carried out.

Female Education.

24. *Statistics.*—Ten new schools have been added, but in Jullundur city five branch schools have been amalgamated in a central school, so that the net increase is five, while the number of scholars has risen by 1,103. Of the total number at school (29,751) 11,524 were in the Lahore division, Multan stands next with 7,154, chiefly Hindus. Jullundur has several flourishing private schools, foremost of which is the Kanya Maha Vidyala at Jullundur.

25. *Instruction.*—The Inspectress notes that the need of trained teachers for kindergarten work in the infant classes of city schools is much felt, specially in Lahore and Amritsar, where there are many children attending the branch schools of four years of age and just over. Geography is usually a weak point in vernacular schools. Drawing is becoming popular. Artistic needlework is well taught in the Victoria May School, but as regards schools generally, "European work is taking the place of the Indian artistic embroideries, and this is done hurriedly and untidily . . . In Hindu schools plain sewing by hand is almost entirely neglected . . . Jali embroidery is popular and is particularly well worked in the Muhammadan schools and the Delhi district. The needlework shown by the teachers trained by the Lahore Normal School was however very good indeed. This is encouraging; for these teachers will naturally have much influence in improving the style and neatness of the work in district schools, so in a few years it is hoped a reaction to a more painstaking method of sewing and embroidery will be felt." Domestic Economy "is not taught practically in most of the day schools, and though the text books are memorised, the girls do not appear to make any use of their knowledge in daily life. For instance they read of the necessity of boiling milk and filtering water and keeping the air in a room fresh by opening the windows and doors frequently, yet even the teachers do

not trouble to take any of these precautions in their school rooms, so the children do not realize by daily experience the value of these directions." Physical exercise is insufficiently provided for, but a Hindi book of drill is used with good effect in several Arya schools, and singing is popular. The number of girls appearing in the Middle Standard Examination was the highest on record, and 86 passed, as compared with 54 in the previous year.

26. *Buildings.*—Many of the secondary schools have fine buildings. The middle school which suffers most from want of accommodation is the Municipal Board Central School, Amritsar, where "the class rooms are small, badly arranged, and entirely inadequate for the large number of students: the back rooms also are quite insanitary. The 26 Municipal Board Branch Schools in Amritsar are for the most part housed in stuffy buildings and are terribly overcrowded. It is urgently necessary that the municipality should take up the question of accommodation for the 1,200 scholars attending their schools."

"The Jhelum City municipal board schools are also in tiny shops with only one front door to the school room and no windows or ventilators to allow a through current of air. In most districts the buildings are of fair size and can be ventilated if the windows and doors are opened, but often the same buildings are rented as when the schools were first started and the large increase of attendance is not taken into consideration. There are no girls' schools which have buildings especially built for them and which are really adapted to educational purposes. Consequently in the lower primary and primary schools the classes are huddled together and the children have no room to move about freely, much less any playgrounds for physical exercise."

European Education.

27. There has been little change in the number of schools or pupils, but the closing of the middle department of the Delhi Station School, following the example of the Lahore Railway School in the previous year, is noteworthy as a sign of the tendency to send elder children to boarding schools in the hills. The proposed enlargement of the Lawrence School at Murree will meet the needs of the poorer class of parents in this respect. The expenditure fell except in the case of provincial funds, which contributed Rs. 11,453 more, or 47 per cent. of the total. Instructionally the girls, as usual, made a better showing than the boys; in the High School Examination 46 per cent. of the boys and 81 per cent. of the girls passed. A revised curriculum, with suggestions as to method, has been drawn up and circulated by the Inspector. As to instruction, the Inspector writes:—

"The level is lowest in middle and primary Schools in the plains, which have to meet a combination of hindrances in the hot weather—malaria, irregularity of attendance, the conditions under which home work is often done, the inability of many pupils to speak English when they first come to school, and inadequate school staffs. It is also agreeable to note that where examiners this year have made the comparison they report an improvement on last year's work; and such movements as the starting of a Study Circle in Lahore (which is working through the History of India in its bearings on the Punjab) and the undertaking this year of experiments in teaching method by individual teachers, are signs of a genuine interest amongst the teachers in the intellectual side of education. The half-yearly circulation round the schools of a box of books for teachers and pupils fulfils the double end of advertising the best publications and keeping the teachers abreast of the times; and is appreciated in the schools."

Among changes of system introduced during the year may be mentioned the re-allotment of salary grants, an abridgment and simplification of statistical forms, and the limitation of primary scholarships to pupils of the poorer classes.

Education of Muhammadans.

28. The number of Muhammadans under instruction shows a satisfactory increase, and the total number of Muhammadan pupils in public and private schools is not far short of that of Hindus. There is a marked disproportion,

however, of Muhammadan students in the higher stages of education and in professional colleges; while in recognised schools for girls there was a slight decrease of Muhammadan pupils during the year. The Lahore Inspector notes that out of 158 scholarships awarded by competition only 53 were won by Muhammadans. In Multan there has been evidence of Muhammadan enterprise in opening schools. Khan Bahadur Maulvi Umr-ud-din, the Rawalpindi Inspector, writes:—"According to the census of this year out of every 100 males of the three communities living in this division there are 87 Muhammadans, 8 Hindus and 5 Sikhs. One is astonished to see that the less numerous communities, *viz.*, Hindus and Sikhs, maintain not less than ten secondary schools in this division, and some of these schools are efficiently managed; while the interest of the predominating community is represented by a single high school called Mamooji Islamia High School, Rawalpindi, which is not properly managed for want of necessary funds and support from the people for whose benefit it was started".

Text-Book Committee.

29. Much useful work has been accomplished during the year by the committee. A large number of newly published text-books were examined and reported on, while revised editions of geographical, Hindi and Sanskrit readers were prepared, and a pamphlet on Graphs, an Urdu edition of "Hints to Teachers," a school text-book on sanitation, by Major Perry, I. M. S., and a translation of a chart on the preservation of eyesight were published. Copies of Urdu, Hindi and Punjabi translations of a leaflet on malaria were inserted in primary school readers. Books to the value of Rs. 8,000 were presented to schools of all kinds, and 3,000 sets of pictures were distributed to primary schools. Among the subjects dealt with by sub-committees were a syllabus of geometry for middle schools, a syllabus of Persian grammar, and courses of reading in Hindi and Punjabi for Normal schools. A grant was made for rewards to authors, and a large number of books were added to the committee's library.

Miscellaneous.

30. Reports on education in Patiala, Jind and Bahawalpur have been sent by the authorities of these States, and afford interesting matter for comparison. In Patiala the number of primary schools has risen from 148 to 154. The percentages of boys and girls at school are now 9·09 and 1·6, respectively, as compared with 18·17 and 3·51 in the Punjab. Collegiate and primary education are free. Gurmukhi is taught to 564 scholars in 19 schools. The plan of asking the people to contribute half the cost of school buildings is said to be proving a success, 10 new buildings being in course of construction on these terms. Several scholarships for technical training in Europe have been given by the State, and progress generally is reported.

In Jind the number of primary schools has risen from 15 to 21, and a new middle school for girls has been opened. The high school at Sangrur has been very favourably spoken of by the Inspector of Schools for the Delhi division, who occasionally is invited to visit it.

In Bahawalpur the number of primary schools rose from 35 to 39, and a new vernacular middle school was added; there were also some 400 maktabs with 3,000 pupils. The Director has submitted a proposal for opening 50 new schools, in most of which the teaching is to be of the simplest possible kind and to last only for three hours daily. The experiment will be watched with interest. Short-time schools are in theory the best means of bringing education within the reach of agriculturists' children employed to help in field work, but their success presupposes a belief in the advantages of reading, writing, and figuring without the ulterior motive of seeking for non-agricultural employment; and from the failure of the zamindari schools formerly instituted in the Punjab to meet the special needs of the agricultural classes it might be inferred that this stage has not been reached as yet. Maktabs in Muhammadan districts seem to offer some scope for development, and the Director considers that the introduction of Urdu reading and writing, with a little arithmetic, would be feasible in these institutions.

J. C. GODLEY,

Director of Public Instruction, Punjab.

EDUCATION—GENERAL—TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR, 1910-11.

For Details, see General Table III.

Area and Population.			Institutions and Scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				Collegiate Education.		*School Education, General.*		*School Education, Special.*						
Total area in square miles.	Number of Towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions — For Males ...	11	5	307	3,321	6	24	3,674	166	2,053	5,893	Institutions to number of towns and villages... 17·56
			Institutions — For Females	...	2	50	599	6	12	669	...	716	1,385	Institutions to number of towns and villages... 4·12
			Total ...	11	7	357	3,920	12	36	4,343	166	2,769	7,278	21·68
97,213	Towns ... 140 Villages... 33,421 Total ... 33,561	Males 10,992,097 Females 8,982,889 Total 19,974,956	Scholars... Males ...	2,270	667	87,277	164,081	382	2,755	257,432	3,817	38,386	299,635	Male scholars to male population of school-going age. 18·17
			Scholars... Females ...	...	42	5,168	26,174	55	747	32,186	97	15,022	47,305	Female scholars to female population of school-going age. 8.51
			Total ...	2,270	709	92,445	190,255	437	3,502	289,618	3,914	53,408	346,940	11·57

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(For Details, see

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* — For Males ...	3,81,051	2,72,298	16,10,507	8,50,174	67,494	2,41,329	34,22,853
Institutions — For Females ...	...	20,978	2,27,796	1,91,441	13,955	28,503	4,82,673
Total ...	3,81,051	2,93,276	18,38,303	10,41,615	81,449	2,69,832	39,05,526
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	7·39	12·70	25·01	1·79	4·18	7·42	58·49
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·03	·41	12·83	58·68	·04	·78	72·77
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·67	1·06	36·70	24·64	·05	3·91	67·03
(*d*).—Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	6·29	4·85	30·35	17·19	1·34	4·45	64·47
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. — Cost to Provincial Revenues.	212 14 5	508 1 2	17 2 10	6 3 2	186 5 11	87 8 6	41 10 3
Government Institutions. — Cost to Local and Municipal Funds.	...	21 1 1	0 12 4	...	...	...	1 10 1
Government Institutions. — Total cost ...	317 11 4	564 4 3	38 5 11	9 8 0	186 5 11	122 0 6	64 9 0
Local Fund Schools. — Cost to Provincial Revenues.	...	...	0 0 1	0 0 9	...	...	0 0 8
Local Fund Schools. — Cost to Local Funds ...	...	...	4 6 4	5 4 5	40 4 10	21 5 4	5 2 7
Local Fund Schools. — Total Cost ...	...	...	9 2 6	5 12 8	40 4 10	22 3 3	6 6 8
Municipal Schools. — Cost to Provincial Revenues.	...	...	0 1 4	0 4 1	...	...	0 2 7
Municipal Schools. — Cost to Municipal Funds	...	...	5 0 1	6 4 2	26 13 8	24 1 7	5 13 8
Municipal Schools. — Total Cost ...	...	...	12 12 9	7 10 8	26 13 8	24 15 8	10 11 0
Aided Institutions. — Cost to Provincial Revenues.	51 2 9	279 3 9	7 13 3	0 6 1	119 4 4	7 0 7	4 7 3
Aided Institutions. — Cost to Local and Municipal Funds.	2 15 6	...	2 6 9	2 2 0	...	9 0 8	2 5 8
Aided Institutions. — Total Cost ...	172 3 1	566 15 6	25 14 6	4 1 4	206 7 3	68 9 9	17 6 9
Unaided Institutions—Total cost ...	93 6 8	102 14 5	16 14 9	5 7 5	150 0 0	35 3 2	18 13 3
All Institutions. — Cost to Provincial Revenues.	60 11 6	243 10 3	5 1 4	0 2 11	172 6 1	41 14 9	3 15 11
All Institutions. — Cost to Local and Municipal Funds.	1 5 2	13 10 0	3 5 6	4 8 8	1 9 2	7 11 4	4 2 10
All Institutions. — Total Cost ...	168 12 1	426 4 4	20 1 2	5 12 0	180 3 1	81 12 8	14 3 6

RAL—TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1910-11.

General Table IV.)

Total Indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,40,615	77,744	2,80,432	1,97,531	5,64,239	1,24,061	7,66,908	21,51,530	60,57,056
1,40,615	77,744	2,80,432	1,97,531	5,64,239	1,24,061	7,66,908	21,51,530	60,57,056
1·61	4·17	12·99	4·06	10·06	1·88	6·74	41·51	100
·01	...	2·81	5·05	13·15	2·58	3·63	27·23	100
...	...	·93	3·43	21·39	1·09	6·13	32·97	100
2·32	1·29	4·63	3·26	9·32	2·05	12·66	35·53	100

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education. — ARTS COLLEGES.												
English	1	389	404	341	...	...	...	...	5	878	906	777
Oriental	...	...	...	...	...	...	...	...	1	99	103	76
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	167	179	171	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching — Males	2	227	232	213	...	...	...	...	...	...	...	...
Teaching — Females	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	1	31	34	30	...	...	...	...	2	35	37	36
Total	5	814	849	755	...	...	...	...	8	1,012	1,046	889
School Education, General. — SECONDARY SCHOOLS.												
For Boys — High Schools	31	14,015	14,004	12,463	9	3,926	3,913	3,446	46	20,921	20,106	17,448
For Boys — Middle Schools — English	...	...	...	...	54	14,785	14,691	12,249	24	4,685	4,581	3,987
For Boys — Middle Schools — Vernacular	...	...	...	...	122	21,501	22,293	18,522	1	175	159	135
For Girls — High Schools	2	277	256	240	...	...	...	...	10	797	886	815
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	12	826	765	650
For Girls — Middle Schools — Vernacular	...	...	...	...	9	1,151	1,075	820	10	1,612	1,527	1,254
Total	33	14,292	14,254	12,703	194	41,363	41,972	35,037	103	29,016	28,024	24,289
PRIMARY SCHOOLS.												
For Boys	10	1,619	1,567	1,373	2,501	126,086	119,714	100,892	709	31,790	30,317	26,335
For Girls	...	...	...	...	452	17,792	17,427	13,845	129	7,000	6,798	5,287
Total	10	1,619	1,567	1,373	2,953	143,878	137,141	114,737	838	38,790	37,115	31,622
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools for Masters	5	369	383	372	1	13	13	12	...	...	...	...
" " for Mistresses	1	20	21	19	1	7	7	7	3	22	22	20
Schools of Art*	1	229	247	208	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	263	265	260	...	...	...	...	4	312	240	225
Engineering and Surveying Schools	1	97	101	90	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	455	409	363	8	763	739	604	13	747	706	537
Commercial Schools	1	51	48	42	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	132	138	120	...	...	...	...	...	...	...	...
Other Schools	4	326	296	260	...	...	...	...	...	...	...	...
Total	16	1,942	1,908	1,734	10	783	759	623	20	1,081	968	782
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	64	18,667	18,578	16,565	3,157	186,024	179,872	150,397	969	69,899	67,153	57,582

PRIVATE INSTITUTIONS.

1. *Advanced Teaching*—
   - (*a*). Arabic or Persian ... ...
   - (*b*). Sanskrit ... ...
   - (*c*). Any other Oriental Classic ... ...
2. *Elementary teaching a Vernacular only or mainly* ... ...
3. *Elementary teaching the Quran, Shastras or other religious books by rote* ... ...
4. *Other Schools not conforming to Departmental Standard* ... ...

RAL—TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1910-11.

INSTITUTIONS. MANAGEMENT. *Unaided.* Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING. English.	A Classical Language.	A Vernacular Language.	CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED. Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
4	904	845	855	10	2,171	2,169	1,221	33	...	50	189	1,202	269	452	...	1	8
...	...	...	...	1	99	77	92	2	...	1	47	2	2	47	...	...	...
1	249	206	195	1	249	238	...	11	...	2	8	173	19	47	...	...	...
...	...	...	...	1	167	...	...	...	3	7	28	101	9	19	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	227	148	14	79	14	9	32	87	10	73	...	...	2
...	...	...	...	2	35	35	...	25	35	...	...	...	...	...	...	...	...
...	...	...	...	1	31	...	...	...	...	...	3	9	9	10	...	...	...
5	1,153	1,051	1,050	18	2,979	2,667	1,327	150	52	69	307	1,574	318	648	..	1	10
12	5,969	5,648	4,786	98	44,831	31,708	25,964	43,099	625	480	4,467	18,374	4,947	15,844	8	23	63
8	1,149	1,076	1,018	86	20,619	10,553	9,279	21,240	185	352	2,137	8,821	2,459	6,632	...	2	31
...	...	...	...	123	21,676	356	8,402	21,545	...	164	2,798	8,614	2,402	7,673	...	...	25
3	232	199	167	15	1,306	1,154	146	835	787	222	20	140	10	106	...	20	1
2	363	343	270	14	1,189	869	3	830	609	89	16	84	312	49	...	29	1
2	61	51	20	21	2,824	138	307	2,979	...	346	158	1,570	372	373	...	...	5
27	7,774	7,317	6,261	357	92,445	44,718	44,101	90,528	2,206	1,653	9,596	37,603	10,502	30,677	8	74	125
101	4,866	4,186	3,461	3,321	164,361	1,930	12,963	172,504	144	1,196	16,259	53,835	21,407	70,519	57	3	941
18	1,102	978	694	599	25,894	129	593	26,054	13	468	2,214	11,744	4,322	7,110	1	1	21
119	5,968	5,164	4,155	3,920	190,255	2,059	13,556	198,558	157	1,664	18,473	65,579	25,729	77,629	58	4	962
...	...	...	...	6	382	...	256	631	...	2	79	119	34	148	...	...	...
1	6	6	5	6	55	...	21	55	...	22	3	8	2	19	1	...	...
...	...	...	...	1	229	...	...	...	...	12	9	53	32	123	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5	575	...	108	...	13	75	71	169	37	210	...	...	...
1	127	110	136	2	224	...	...	...	...	...	14	144	26	37	...	...	3
...	...	...	...	22	1,965	126	16	1,819	...	151	90	616	273	832	...	...	3
...	...	...	...	1	51	51	...	23	...	...	8	21	7	15	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	132	...	...	132	...	3	6	45	4	55	...	...	19
...	...	...	...	4	326	15	...	10	48	20	4	49	50	153	...	2	...
2	133	116	141	48	3,939	192	401	2,670	61	285	284	1,224	465	1,592	1	2	25
153	15,028	13,648	11,607	4,343	289,619	49,636	59,385	2,91,906	2,476	3,671	23,660	105,980	37,014	110,546	67	81	1,123
...	...	...	...	123	2,27(	...	2,257	209	...	...	2	29	2	2,23(	...	...	...
...	...	...	...	43	1,644	...	1,266	386	...	2	924	627	11	6	...	...	74
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		For Boys ...		580	14,91(	26	721	14,739	...	42(	1,130	8,22(	2,418	2,637	...	...	84
...	...	For Girls ...		79	2,428	...	127	2,418	...	168	227	1,272	575	167	10	...	9
		For Boys ...		1,435	22,494	...	21,940	1,237	...	7	479	363	7(	21,574	...	...	1
...	...	For Girls ...		616	9,231	...	9,103	185	...	...	4	135	2	5,081	...	...	9
		For Boys ...		38	2,837	1,374	778	2,545	6	18	350	1,308	547	604	3	...	1
...	...	For Girls ...		21	1,505	225	220	1,196	17	70	160	867	131	162	...	...	93
		Total		2,935	57,322	1,625	36,412	22,915	23	686	3,276	12,824	3,75(	36,468	13	...	276
		GRAND TOTAL		7,278	346,940	51,261	95,797	314,821	2,499	4,357	31,936	118,804	40,77(	147,014	80	81	1,399

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EDUCATION—GENERAL—TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1910-11.

	CLASS OF INSTITUTIONS.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	1	32	33	
	ARTS COLLEGES.			
Collegiate Education.	English	...	...	
	Oriental	...	...	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.			
	Law	...	...	
	Medicine	...	...	
	Engineering	...	...	
	Teaching (Males)	7	...	
	Teaching (Females)	...	...	
	Agriculture	...	...	
	Total	7	...	
	SECONDARY SCHOOLS.			
School Education, General.	For Boys — High Schools — English	3	...	
	For Boys — Middle Schools — English	30	...	
	For Boys — Middle Schools — Vernacular	...	...	
	For Girls — High Schools	...	65	
	For Girls — Middle Schools — English	...	116	
	For Girls — Middle Schools — Vernacular	...	3	
	Total	33	184	
	PRIMARY SCHOOLS.			
	For Boys	431	...	
	For Girls	...	151	
	Total	431	151	
School Education, Special.	**SCHOOLS FOR SPECIAL INSTRUCTION.**			
	Training Schools for Masters	...	...	
	" " for Mistresses	...	...	
	Schools of Art*	...	...	
	Law Schools	...	..	
	Medical Schools	...	...	
	Engineering and Surveying Schools	...	...	
	Technical and Industrial Schools	...	...	
	Commercial Schools	...	...	
	Agricultural Schools	...	...	
	Reformatory Schools	...	...	
	Other Schools	...	...	
	Total	...	...	
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	471	335	
	PRIVATE INSTITUTIONS.			
1.	*Advanced Teaching*— (*a*). Arabic or Persian	75	...	
	(*b*). Sanskrit	22	...	
	(*c*). Any other Oriental Classic	...	...	
2.	*Elementary teaching a Vernacular only or mainly.* — For Boys	290	...	
	Elementary teaching a Vernacular only or mainly. — For Girls	...	20	
3.	*Elementary teaching the Quran, Shastras or other religious Books by rote.* — For Boys	2,880	...	
	Elementary teaching the Quran, Shastras or other religious Books by rote. — For Girls	...	1,303	
4.	*Other Schools not conforming to Departmental Standard.* — For Boys	20	...	
	Other Schools not conforming to Departmental Standard. — For Girls	...	9	
	Total	3,287	1,332	
	GRAND TOTAL	3,758	1,667	

*CLASSIFICATION—

I.—The Elementary Department, Section A—

Seventeen Students.—All learn freehand drawing from flat copies, elementary modelling in clay, brush outline and blackboard drawing; 10 learn chip carving, 1 blacksmith's work, 5 decorative painting and 1 *repoussé* work.

II.—The Elementary Department, Section B—

Fifty-five Students.—All learn advanced freehand drawing, plan and elevation, practical plane and solid geometry, elementary modelling in clay and model drawing; 13 carving, 5 *repoussé*, 4 blacksmith's work and 33 decorative painting.

III.—The Industrial Department—

Ninety-six Students.—All learn architectural drawing, modelling in clay and casting in plaster, light and shade, perspective; 32 decorative drawing and design, 47 carving and joinery, 6 *repoussé* work, 11 blacksmith's work and 4 modelling in clay.

IV.—The Draftsmen's Department—

Forty-six Students.—All learn architectural design, building construction, estimating and surveying, modelling in clay and *terra cotta* work, applied design for building construction; 10 joinery and carving and 36 painting.

V.—The Teachers' Department—

Fifteen Students.—All learn drawing to scale, model drawing, design, modelling in clay, chart making, elementary perspective and practical teaching in elementary department.

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1910-1911.

—		Europeans and Eurasians.	Native Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.	Sikhs.					
1		2	3	4	5	6	7	8	9	10	11
COLLEGIATE EDUCATION—											
Arts Colleges—											
English	Male ...	...	50	189	1,202	269	452	...	1	8	
	Female ...	...	...	...	...	...	...	...	...	...	
Oriental	Male ...	...	1	47	2	2	47	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Colleges for Professional Training—											
Law	Male ...	...	2	8	173	19	47	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medicine	Male ...	3	7	28	101	9	19	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Engineering	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Teaching	Male ...	14	2	32	87	10	73	...	...	2	
	Female ...	35	7	...	...	...	...	...	...	...	
Agriculture	Male ...	...	...	3	9	9	10	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
	Total ...	52	69	307	1,574	318	648	...	1	10	
SCHOOL EDUCATION—GENERAL—											
Secondary Schools—											
For boys—											
High Schools	Male ...	622	480	4,467	18,374	4,947	15,844	8	23	63	
	Female ...	3	...	...	...	...	...	...	...	...	
Middle Schools—											
English	Male ...	156	351	2,137	8,821	2,459	6,632	...	2	31	
	Female ...	29	1	...	...	...	...	...	...	...	
Vernacular ...	Male ...	...	164	2,798	8,614	2,402	7,673	...	...	25	
	Female ...	...	...	...	...	...	...	...	...	...	
For Girls—											
High Schools ...	Male ...	56	2	2	...	...	3	...	1	1	
	Female ...	731	220	18	140	10	103	...	19	...	
Middle Schools—											
English	Male ...	107		...	...	...	...	...	9	...	
	Female ...	502	89	16	84	312	49	...	20	1	
Vernacular	Male ...	...	3	...	...	...	...	...	...	...	
	Female ...	...	343	158	1,570	372	373	...	...	5	
	Total ...	2,206	1,653	9,596	37,603	10,502	30,677	8	74	126	
Primary Schools—											
For Boys	Male ...	89	1,142	16,227	53,707	21,359	70,411	54	1	940	
	Female ...	55	54	32	128	48	108	3	2	1	
For Girls	Male ...	5	...	7	51	32	56	...	...	...	
	Female ...	8	468	2,207	11,693	4,290	7,054	1	1	21	
	Total ...	157	1,664	18,473	65,579	25,729	77,629	58	4	962	
SCHOOL EDUCATION—SPECIAL—											
Schools for Special Instruction—											
Training Schools ...	Male ...	...	2	79	119	34	148	...	...	...	
	Female ...	...	22	3	8	2	19	1	...	...	
Schools of Art ...	Male ...	...	12	9	53	32	123	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1910-1911.

—		Europeans and Eurasians.	Native Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.	Sikhs.					
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—SPECIAL—*concluded.*											
Schools for Special Instruction—concluded.											
Law Schools ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Medical Schools	Male	...	1	70	169	29	210	...	...	...	
	Female	13	74	1	...	8	...	...	...	...	
Engineering and Surveying Schools.	Male	...	...	14	144	26	37	...	...	3	
	Female	...	...	...	...	...	...	...	...	...	
Industrial Schools	Male	...	10	63	330	155	812	...	...	3	
	Female	...	141	27	286	118	20	...	...	...	
Reformatory Schools	Male	...	3	6	45	4	55	...	...	19	
	Female	...	...	...	...	...	...	...	...	...	
Other Schools	Male	1	11	12	70	57	167	...	...	...	
	Female	47	9	...	...	...	1	...	2	...	
Total ...		61	285	284	1,224	465	1,592	1	2	25	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		2,476	3,671	28,660	105,980	37,014	110,546	67	81	1,123	
PRIVATE INSTITUTIONS—											
1. ADVANCED TEACHING—											
(*a*) Arabic or Persian	Male	...	...	2	29	2	2,162	...	...	...	
	Female	...	...	...	...	...	75	...	...	...	
(*b*) Sanskrit	Male	...	2	917	618	11	1	...	...	73	
	Female	...	...	7	9	...	5	...	...	1	
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—											
For Boys	Male	...	358	1,126	8,157	2,354	2,544	...	...	84	
	Female	...	63	4	66	64	93	...	...	...	
For Girls	Male	...	...	4	9	6	1	...	...	...	
	Female	...	168	223	1,263	569	166	10	...	9	
3. ELEMENTARY TEACHING—THE QURAN ONLY—											
For Boys	Male	...	7	479	363	70	18,694	...	...	1	
	Female	...	...	...	...	...	2,880	...	...	...	
For Girls	Male	...	...	...	...	...	1,303	...	...	...	
	Female	...	...	4	135	2	7,778	...	...	9	
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—											
For Boys	Male	6	18	350	1,288	547	604	3	...	1	
	Female	...	...	...	20	...	...	...	...	...	
For Girls	Male	...	2	...	...	...	...	...	...	...	
	Female	17	68	160	867	131	162	...	...	98	
TOTAL OF PRIVATE INSTITUTIONS ...		23	686	3,276	12,824	3,756	36,468	13	...	276	
GRAND TOTAL ...		2,499	4,357	31,936	118,804	40,770	147,014	80	81	1,399	

EDUCATION—GENERAL TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1910-1911.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st March learning.			Classification of Scholars on the 31st of March according to Race or Creed.										Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
	Under Public Management.				Under Private Management.																								
	Managed by Government.				Aided by Government or by District or Municipal Boards.				Unaided.											Hindus.										
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collegiate Education. — Teaching — Males	1	14	15	15	...	...	...	...	...	...	...	...	1	14	14	...	14	14	...	...	...	...	...	...	...	...	...	...	
Collegiate Education. — Teaching — Females	...	...	...	...	2	35	37	36	...	...	...	...	2	35	35	...	25	35	...	...	...	...	...	...	...	...	...	...	
Collegiate Education. — Teaching — Total	1	14	15	15	2	35	37	36	...	...	...	...	3	49	49	...	39	49	...	...	...	...	...	...	...	...	...	...	
School Education, General. — Secondary Schools.																													
For Boys — High Schools	1	273	250	248	4	370	348	315	...	...	...	...	5	643	643	80	524	617	2	2	3	1	3	...	15	...	3	...	
For Boys — Middle Schools, English	...	...	...	...	4	185	189	162	...	...	...	...	4	185	159	25	180	182	2	...	1	...	...	...	...	...	...	...	
For Girls — High Schools	1	231	208	204	8	576	689	639	...	...	...	...	9	807	807	4	346	784	4	4	...	...	7	...	7	1	...	65	
For Girls — Middle Schools, English	...	...	...	...	9	641	591	526	...	...	...	...	9	641	641	...	58	609	1	1	...	...	...	...	29	1	...	116	
Total	2	504	458	452	25	1,772	1,817	1,642	...	...	...	...	27	2,276	2,250	109	1,108	2,192	9	7	4	1	10	...	51	2	3	181	
Primary Schools.																													
For Boys	...	...	...	...	3	128	108	93	...	...	...	...	3	128	128	...	21	123	2	...	...	...	...	...	3	...	58	...	
„ Girls	...	...	...	...	1	14	14	10	...	...	...	...	1	14	14	...	...	13	...	...	...	...	...	...	1	...	...	5	
Total	...	...	...	...	4	142	122	103	...	...	...	...	4	142	142	...	21	136	2	...	...	...	...	...	4	...	58	5	
Total of Schools of Public Instruction	3	518	473	467	31	1,949	1,976	1,781	...	...	...	...	34	2,467	2,441	109	1,168	2,377	11	7	4	1	10	...	55	2	61	186	
Private Institutions — Other Schools not conforming to Departmental Standard — For Boys													1	6	6	6	...	6	...	...	...	...	...	...	...	...	...	...	
Private Institutions — Other Schools not conforming to Departmental Standard — „ Girls													1	17	17	...	...	17	...	...	...	...	...	...	...	...	...	7	
Total													2	23	23	6	...	23	...	...	...	...	...	...	...	...	...	7	
Grand Total													36	2,490	2,464	115	1,168	2,400	11	7	4	1	10	...	55	2	61	193	

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. English	86,013	...	...	42,354	...	...	1,28,367
Collegiate Education. Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education. Law	...	...	...	...	...	...	...
Collegiate Education. Medicine	1,05,203	5,076	4,300	15,631	...	...	1,30,210
Collegiate Education. Engineering	...	...	...	...	...	...	...
Collegiate Education. Teaching — Males	98,271	...	...	...	...	...	98,271
Collegiate Education. Teaching — Females	...	...	...	...	...	...	...
Collegiate Education. Agriculture	22,619	...	...	...	...	...	22,619
Total	3,12,106	5,076	4,300	57,985	...	...	3,79,467
SECONDARY SCHOOLS.							
School Education, General. For Boys — High Schools	2,38,507	3,522	7,482	2,43,904	...	(*a*) 26,982	5,20,397
School Education, General. For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. For Girls — High Schools	6,351	...	...	3,137	...	(*b*) 17,046	26,534
School Education, General. For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	2,44,858	3,522	7,482	2,47,041	...	44,028	5,46,931
PRIMARY SCHOOLS.							
School Education, General. For Boys	9,713	...	...	5,061	...	114	14,888
School Education, General. For Girls	...	...	...	...	...	...	...
Total	9,713	...	...	5,061	...	114	14,888
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. Training Schools for Masters	66,970	...	...	...	...	...	66,970
School Education, Special. Training Schools for Mistresses	8,325	...	...	...	...	...	8,325
School Education, Special. Schools of Art	22,099	...	...	625	...	...	22,724
School Education, Special. Law Schools	...	...	...	...	...	...	...
School Education, Special. Medical Schools	17,903	...	...	4,400	...	...	22,303
School Education, Special. Engineering and Surveying Schools	5,764	...	...	2,914	...	...	8,678
School Education, Special. Technical and Industrial Schools	10,424	...	...	447	...	144	11,015
School Education, Special. Commercial Schools	2,363	...	...	1,719	...	...	4,082
School Education, Special. Agricultural Schools	...	...	...	...	...	...	...
School Education, Special. Reformatory Schools	27,654	...	...	...	...	...	27,654
School Education, Special. Other Schools	45,444	...	...	8,548	...	(*c*) 33,088	87,080
Total	2,06,946	...	...	18,653	...	33,232	2,58,831
Buildings	1,07,473	...	...	...	...	4,484	1,11,957
Furniture and Apparatus (Special Grants only)	27,928	...	...	2,725	...	(*d*) 7,084	37,737
Total	1,35,401	...	...	2,725	...	11,568	1,49,694
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...
Scholarships held in Medical Colleges	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	9,09,024	8,598	11,782	3,31,465	...	88,942	13,49,811

(*a*) Includes Rs. 16,848
(*b*) Includes Rs. 11,914
(*c*) Includes Rs. 33,071
(*d*) Includes Rs. 544

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1910-11.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	25,600	300	2,700	70,205	12,751	35,980	1,47,536
...	...	...	...	...	...	...	26,037	...	...	170	...	...	26,207
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	10,332	...	...	3,165	...	7,481	20,978
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	61,969	300	2,700	73,540	12,751	43,461	1,94,721
...	7,253	15,730	45,099	306	70	68,458	1,14,623	8,327	45,880	2,30,980	30,591	42,400	4,72,801
4	20,844	41,803	1,11,314	3,432	1,439	1,78,836	17,621	5,840	2,404	30,773	8,241	20,310	85,189
...	1,09,060	18,621	47,323	3,493	37	1,78,534	...	266	...	189	...	1,430	1,885
...	...	...	...	...	...	...	49,343	...	...	36,049	...	4,372	89,764
...	...	...	...	...	...	...	26,486	99	243	13,363	...	6,730	46,921
1,572	1,615	12,446	...	...	...	15,633	11,392	1,134	3,766	1,114	3,173	8,955	29,534
1,576	1,38,772	88,600	2,03,736	7,231	1,546	4,41,461	2,19,465	15,666	52,293	3,12,468	42,005	84,197	7,26,094
21	5,74,676	44,885	62,790	2,570	363	6,85,305	9,735	54,800	9,283	15,044	17,178	22,660	1,28,700
9,522	86,366	37,360	21	138	36	1,33,443	4,418	6,685	8,110	398	9,536	21,876	51,023
9,543	6,61,042	82,245	62,811	2,708	399	8,18,748	14,153	61,485	17,393	15,442	26,714	44,536	1,79,723
...	524	...	...	...	...	524	...	...	...	...	...	...	...
...	...	188	...	...	...	188	2,624	...	...	144	...	1,774	4,542
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	17	3,540	920	12,157	1,278	17,912
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	7,275	9,605	611	...	24	17,515	6,660	2,325	2,674	1,851	9,993	23,494	46,997
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	7,799	9,793	611	...	24	18,227	9,234	2,342	6,214	2,915	22,150	26,546	69,451
1,863	1,61,873	86,507	...	340	...	2,50,583	78,077	...	...	...	23,660	23,510	1,25,247
...	31,709	4,059	...	...	...	35,768	7,097	...	333	1,101	6,458	9,431	24,420
1,863	1,93,582	90,566	...	340	...	2,86,351	85,174	...	333	1,101	30,118	32,941	1,49,667
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
12,982	10,01,195	2,71,204	2,67,158	10,279	1,969	15,64,787	3,90,045	79,793	78,933	4,05,466	1,33,738	2,31,681	13,19,656

from Imperial Revenues.
from Imperial Revenues.
from Imperial Revenues.
from Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—concld.				TOTAL EXPENDI	
	Under Private Management—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.						
Collegiate Education. — English	35,451	17,412	26,078	78,941	1,11,613	300
Collegiate Education. — Oriental	...	...	...	...	26,037	...
Colleges or Departments of Colleges for Professional Training.						
Collegiate Education. — Law	21,198	...	...	21,198	...	...
Collegiate Education. — Medicine	...	...	...	...	1,05,203	5,076
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching — Males	...	...	...	...	98,271	...
Collegiate Education. — Teaching — Females	...	...	...	...	10,332	...
Collegiate Education. — Agriculture	...	...	...	...	(e)22,619	...
Total	56,649	17,412	26,078	1,00,139	3,74,075	5,376
Secondary Schools.						
School Education, General. — For Boys — High Schools	55,742	11,082	22,579	89,403	3,53,130	19,102
School Education, General. — For Boys — Middel Schools — English	8,799	1,228	4,977	15,004	17,625	26,684
School Education, General. — For Boys — Middel Schools — Vernacular	...	...	...	...	...	1,09,326
School Education, General. — For Girls — High Schools	521	3,944	3,051	7,516	55,694	...
School Education, General. — For Girls — Middle Schools — English	...	9,537	920	10,457	26,486	99
School Education, General. — For Girls — Middle Schools — Vernacular	9	1,195	233	1,437	12,964	2,749
Total	65,071	26,986	31,760	1,23,817	4,65,899	1,57,960
Primary Schools.						
School Education, General. — For Boys	2,648	11,746	6,887	21,281	19,469	6,29,476
School Education, General. — For Girls	...	6,261	714	6,975	13,940	93,051
Total	2,648	18,007	7,601	28,256	33,409	7,22,527
Schools for Special Instruction.						
School Education, Special. — Training Schools for Masters	...	...	...	...	66,970	524
School Education, Special. — Training Schools for Mistresses	...	...	900	900	10,949	...
School Education, Special. — Schools of Art	...	...	...	...	22,099	...
School Education, Special. — Law Schools	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	17,903	17
School Education, Special. — Engineering and Surveying Schools	3,872	...	...	3,872	5,764	...
School Education, Special. — Technical and Industrial Schools	...	...	...	...	17,084	9,600
School Education, Special. — Commercial Schools	...	...	...	...	2,363	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	...	...	...	...	27,654	...
School Education, Special. — Other Schools	...	...	...	...	45,444	...
Total	3,872	...	900	4,772	2,16,230	10,141
Buildings	...	33,422	43,030	76,452	1,87,413	1,61,873
Furniture and Apparatus (Special Grants only)	...	3,669	22,467	26,136	35,025	31,709
Total	...	37,091	65,497	1,02,588	2,22,438	1,93,582
University	...	...	...	...	30,000	128
Direction	...	...	...	...	77,744	...
Inspection	...	...	...	...	2,42,082	34,629
Scholarships held in — Arts Colleges	...	...	...	...	11,305	874
Scholarships held in — Medical Colleges	...	...	...	...	6,149	120
Scholarships held in — Other Professional Colleges	...	...	...	...	4,914	84
Scholarships held in — Secondary Schools	...	...	...	...	20,889	49,340
Scholarships held in — Primary Schools	...	...	...	...	14,299	1,114
Scholarships held in — Medical Schools	...	...	...	...	14,690	1,039
Scholarships held in — Technical and Industrial Schools	...	...	...	...	2,784	6,468
Scholarships held in — Other Special Schools	...	...	...	...	677	3,135
Boarding-houses	...	...	...	...	88,557	29,851
Miscellaneous	...	...	...	...	41,993	14,883
Total	...	...	...	...	5,51,083	1,41,665
Total Expenditure on Public Instruction	1,28,240	99,496	1,31,836	3,59,572	18,63,134	12,31,251

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1910-11—concluded.

TURE FROM		ALL OTHER SOURCES.			REMARKS.
Municipal Funds.	Fees.	Private.	*Public.* Imperial Contributions.	GRAND TOTAL.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
2,700	1,48,010	92,221	...	3,54,844	
...	170	...	...	26,207	
...	21,198	...	...	21,198	
4,300	15,631	...	...	1,30,210	
...	...	...	...	...	
...	...	...	...	98,271	
...	3,165	7,481	...	20,978	
...	...	...	...	(e)22,619	(e) Revised figures received from the Agricultural College, Lyallpur show expenditure as below:—
7,000	1,88,174	99,702	...	6,74,327	
69,092	5,75,725	1,17,162	16,848	11,51,059	
44,207	1,50,886	39,627	...	2,79,029	
18,621	47,512	4,960	...	1,80,419	
...	39,707	16,499	11,914	1,23,814	
243	13,363	17,187	...	57,378	
16,212	1,123	13,556	...	46,604	
1,48,375	8,28,316	2,08,991	28,762	18,38,303	
54,168	85,543	61,518	...	8,50,174	
45,470	419	38,561	...	1,91,441	
99,638	85,962	1,00,079	...	10,41,615	
...	...	...	...	67,494	
188	144	2,674	...	13,955	
...	625	...	...	22,724	
...	...	...	...	...	
3,540	5,320	13,435	...	40,215	
...	6,786	...	...	12,550	
12,279	2,909	33,655	...	75,527	
...	1,719	...	...	4,082	
...	...	...	...	...	
...	...	...	...	27,654	
...	8,548	17	33,071	87,080	
16,007	26,051	49,781	33,071	3,51,281	
86,507	...	1,28,446	...	(f)5,64,239	(f) Revised figures received after compilation had been completed show an additional expenditure of Rs. 2,362 against "Buildings" from Provincial Revenues.
4,392	3,826	48,565	544	1,24,061	
90,899	3,826	1,77,011	544	6,88,300	
...	99,668	10,819	...	1,40,615	
...	...	...	...	77,744	
3,721	...	...	...	2,80,432	
1,810	...	21,120	...	35,109	
...	...	1,980	...	8,199	
...	...	168	...	5,166	
8,856	...	8,892	...	87,977	
55	...	358	...	15,826	
369	...	647	...	16,745	
2,548	...	2,193	...	13,993	
240	...	10,464	...	14,516	
14,380	2,86,884	1,15,251	19,042	5,48,965	
10,424	1,297	90,811	58,535	2,17,943	
42,403	3,87,849	2,62,653	77,577	14,63,230	
4,04,322	15,20,178	8,98,217	1,39,954	60,57,056	

Provincial Revenues	...	...	20,145
Fees	...	...	2,474
Total	...	...	22,619

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	Under Public Management. — Managed by Government.							Under Private — Aided by Government Municipal			
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Teaching ... Males	21,180	...	...	...	...	...	21,180	...	...	...	...
Teaching ... Females	...	...	...	...	...	...	...	10,332	...	...	3,165
Total ...	21,180	...	...	...	...	...	21,180	10,332	...	...	3,165
School Education, General. — Secondary Schools.											
For Boys ... High Schools ...	...	...	...	3,137	...	16,848	19,985	34,409	...	...	23,677
For Boys ... Middle Schools, English	...	...	...	...	...	...	...	11,177	...	...	5,549
For Girls ... High Schools ...	...	...	...	3,137	...	11,914	15,051	41,863	...	...	31,167
For Girls ... Middle Schools, English	...	...	...	...	...	...	...	24,744	...	...	13,320
Total ...	...	...	...	6,274	...	28,762	35,036	1,12,193	...	...	73,713
Primary Schools.											
For Boys	...	...	...	...	...	...	...	5,024	...	...	2,355
For Girls	...	...	...	...	...	...	...	623	...	...	288
Total ...	...	...	...	...	...	...	...	5,647	...	...	2,643
Buildings	...	...	...	...	...	...	...	13,201	...	...	...
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	544	544	2,770	...	...	...
Total ...	...	...	...	...	...	544	544	15,971	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	21,180	...	...	6,274	...	29,306	56,760	1,44,143	...	...	79,521

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1910-11.

TUTIONS.													
MANAGEMENT.							TOTAL EXPENDITURE FROM						
or by District or Boards.			*Unaided.*								*All other sources.*		
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Re.	Rs.	Rs.
...	...	...	...	...	...	...	21,180	...	...	...	...	...	21,180
...	7,481	20,978	...	...	...	...	10,332	...	...	3,165	7,481	...	20,978
...	7,481	20,978	...	...	...	...	31,512	...	...	3,165	7,481	...	42,158
1,475	9,818	69,379	...	...	...	...	34,409	...	...	26,814	11,293	16,848	89,364
645	6,198	23,569	...	...	...	...	11,177	...	...	5,549	6,843	...	23,569
...	...	73,030	...	...	...	...	41,863	...	...	34,304	...	11,914	88,081
...	...	38,064	...	...	...	...	24,744	...	...	13,320	...	...	38,064
2,120	16,016	2,04,042	...	...	...	...	1,12,193	...	...	79,987	18,136	28,762	2,39,078
419	2,089	9,887	...	...	...	...	5,024	...	...	2,355	2,508	...	9,887
...	724	1,635	...	...	...	...	623	...	...	288	724	...	1,635
419	2,813	11,522	...	...	...	...	5,647	...	...	2,643	3,232	...	11,522
1,102	2,250	16,553	...	...	...	...	13,201	...	...	...	3,352	...	16,553
111	947	3,828	...	...	...	...	2,770	...	...	...	1,058	544	4,372
1,213	3,197	20,381	...	...	...	...	15,971	...	...	...	4,410	544	20,925
...	...	...	...	...	...	...	13,795	...	...	...	...	...	13,795
...	...	...	...	...	...	...	8,941	...	...	...	52	...	8,993
...	...	...	...	...	...	...	42,631	...	...	1,70,707	23,565	19,042	2,55,945
...	...	...	...	...	...	...	...	...	...	...	79,086	58,535	1,37,621
...	...	...	...	...	...	...	65,367	...	...	1,70,707	1,02,703	77,577	4,16,354
3,752	29,507	2,56,923	...	...	...	...	2,30,690	...	...	2,56,502	1,35,962	1,06,883	7,30,037

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS-

CLASS OF SCHOOLS.			Number of Schools	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.*		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	31	14,015	2,357	...	2,357	4,566	...	4,566
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	25	8,107	183	...	183	2,079	...	2,079
		Vernacular	98	17,460	...	...	...	4,311	...	4,311
	Municipal	English	38	10,604	178	...	178	2,502	...	2,502
		Vernacular	24	4,041	...	...	...	901	...	901
	Aided	English	70	25,606	2,984	...	2,984	6,927	8	6,935
		Vernacular	1	175	...	...	...	13	...	13
	Unaided	English	20	7,118	1,131	...	1,131	2,255	...	2,255
		Vernacular	...	...	...	...	...	...	...	...
	Total		307	87,126	6,833	...	6,833	23,554	8	23,562
For Girls.	Government	English	2	277	...	23	23	...	91	91
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	2	150	...	...	...	...	24	24
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	7	1,001	...	...	...	...	163	163
	Aided	English	22	1,623	...	84	84	6	431	437
		Vernacular	10	1,612	...	...	...	...	268	268
	Unaided	English	4	545	...	5	5	...	60	60
		Vernacular	3	111	...	2	2	...	18	18
	Total		50	5,319	...	114	114	6	1,055	1,061
TOTAL SECONDARY SCHOOLS			357	92,445	6,833	114	6,947	23,560	1,063	24,623
PRIMARY SCHOOLS			...							
For Boys.	Government		10	1,619	...	...	...	...	...	...
	District Board		2,422	118,341	...	...	...	...	...	...
	Municipal		79	7,745	...	...	...	...	...	...
	Aided		709	31,790	...	...	...	...	...	...
	Unaided		101	4,866	...	...	...	...	...	...
	Total		3,321	164,361	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		333	11,910	...	...	...	...	...	...
	Municipal		119	5,882	...	...	...	...	...	...
	Aided		129	7,000	...	...	...	...	...	...
	Unaided		18	1,102	...	...	...	...	...	...
	Total		599	25,894	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			3,920	190,255				...	...	...
GRAND TOTAL			4,277	282,700	6,833	114	6,947	23,560	1,063	24,623

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1910-1911.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,447	...	3,447	3,645	...	3,645	...	...	...	14,015	...	14,015
...	...	...	...	...	...	...	...	...	...	...	...
2,144	...	2,144	3,701	...	3,701	...	...	...	8,107	...	8,107
3,015	...	3,015	9,780	...	9,780	354	...	354	17,460	...	17,460
2,956	...	2,956	4,861	...	4,861	107	...	107	10,604	...	10,604
720	...	720	2,266	...	2,266	154	...	154	4,041	...	4,041
6,309	5	6,314	9,353	20	9,373	...	...	...	25,573	33	25,606
27	...	27	135	...	135	...	...	...	175	...	175
1,803	...	1,803	1,929	...	1,929	...	...	...	7,118	...	7,118
...	...	...	...	...	...	...	...	...	...	...	...
20,421	5	20,426	35,670	20	35,690	615	...	615	87,093	33	87,126
...	55	55	...	108	108	...	...	...	...	277	277
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	23	23	...	103	103	...	...	...	...	150	150
...	...	...	...	...	...	...	...	...	...	...	...
...	317	317	...	521	521	...	...	...	...	1,001	1,001
28	348	376	147	562	709	...	17	17	181	1,442	1,623
...	334	334	...	989	989	3	18	21	3	1,609	1,612
...	69	69	...	411	411	...	...	...	...	545	545
...	16	16	...	75	75	...	...	...	...	111	111
28	1,162	1,190	147	2,769	2,916	3	35	38	184	5,135	5,319
20,449	1,167	21,616	35,817	2,789	38,606	618	35	653	87,277	5,168	92,445
404	...	404	1,169	...	1,169	46	...	46	1,619	...	1,619
22,045	7	22,052	95,779	63	95,842	447	...	447	118,271	70	118,341
380	...	380	6,936	...	6,936	429	...	429	7,745	...	7,745
2,810	21	2,831	28,549	312	28,861	98	...	98	31,457	333	31,790
407	...	407	4,407	28	4,435	24	...	24	4,838	28	4,866
26,046	28	26,074	136,840	403	137,243	1,044	...	1,044	163,930	431	164,361
...	...	...	...	...	...	...	...	...	...	...	...
14	1,303	1,317	22	10,571	10,593	...	...	...	36	11,874	11,910
...	506	506	...	5,198	5,198	...	178	178	...	5,882	5,882
13	737	750	71	5,881	5,952	...	298	298	84	6,916	7,000
...	63	63	31	1,005	1,036	...	3	3	31	1,071	1,102
27	2,609	2,636	124	22,655	22,779	...	479	479	151	23,743	25,894
26,073	2,637	28,710	136,964	23,058	160,022	1,044	479	1,523	164,081	26,174	190,255
46,522	3,804	50,326	172,781	25,847	198,628	1,662	514	2,176	251,358	31,342	282,700

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

Class of Schools.	Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			1		
			Boys.	Girls.	Total.
Secondary Schools.					
For Boys ... Government, English ...	1	273	30	...	30
For Boys ... Aided „ ...	8	555	44	...	44
For Boys ... Unaided „ ...	...	...	...	...	...
Total ...	9	828	74	...	74
For Girls ... Government, English ...	1	231	...	16	16
For Girls ... Aided „ ...	17	1,217	...	64	64
Total ...	18	1,448	...	80	80
Total Secondary Schools ...	27	2,276	74	80	154
Primary Schools.					
For Boys ... Aided	3	128	...	...	...
For Boys ... Unaided	...	...	...	...	...
Total ...	3	128	...	...	...
For Girls ... Aided	1	14	...	...	...
Total ...	1	14	...	...	...
Total Primary Schools ...	4	142	...	...	...
Grand total ...	31	2,418	74	80	154

TABLE V (A).

EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE OFFICIAL YEAR 1910-1911.

Middle Stage.			Upper Primary Stage			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Book.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
97	...	97	81	...	81	65	...	65	273	...	273
207	8	215	125	5	130	146	20	166	522	33	555
...	...	...	...	...	...	...	...	...	...	...	...
304	8	312	206	5	211	211	20	231	795	33	828
...	84	84	...	40	40	...	91	91	...	231	231
6	354	360	28	262	290	147	356	503	181	1,036	1,217
6	438	444	28	302	330	147	447	594	181	1,267	1,448
310	446	756	234	307	541	358	467	825	976	1,300	2,276
...	...	...	13	18	31	57	40	97	70	58	128
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	13	18	31	57	40	97	70	58	128
...	...	...	1	4	5	4	5	9	5	9	14
...	...	...	1	4	5	4	5	9	5	9	14
...	...	...	14	22	36	61	45	106	75	67	142
310	446	756	248	329	577	419	512	931	1,051	1,367	2,418

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examinaton.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	3	2	6	12	18	2	9	41
2. Bachelor of Arts	1	4	2	7	69	200	138	59	466
3. M. Sc.	1	...	...	1	6	...	...	1	7
4. B. Sc.	1	2	1	4	16	7	1	...	24
5. Intermediate Science Faculty	1	3	1	5	78	67	41	5	191
6. Intermediate Arts Faculty	1	5	3	9	47	257	283	97	684
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Gurmukhi	...	...	...	...	...	...	...	15	15
3. „ „ Sanskrit	...	1	...	1	...	8	...	33	41
3. „ „ Arabic	...	1	...	1	...	11	...	18	29
3. „ „ Persian	...	1	...	1	...	3	...	54	57
4. High Proficiency in Sanskrit	...	1	...	1	...	12	...	42	54
4. „ „ „ Arabic	...	1	...	1	...	6	...	8	14
4. „ „ „ Persian	...	1	...	1	...	3	...	19	22
4. „ „ „ Urdu	...	...	...	...	...	...	...	8	8
4. „ „ „ Gurmukhi	...	1	...	1	...	1	...	13	14
4. „ „ „ Hindi	...	...	...	...	...	...	...	2	2
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	76	76
5. „ „ Arabic	...	...	...	...	...	...	...	7	7
5. „ „ Persian	...	...	...	...	...	...	...	14	14
5. „ „ Hindi	...	...	...	...	...	...	...	3	3
5. „ „ Gurmukhi	...	...	...	...	...	...	...	4	4
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	88	57	145
3. First Examination in Law	...	...	1	1	...	...	153	30	183
4. Licentiate Examination in Law	...	...	...	...	...	...	...	...	...
5. First Certificate Examination in Law	...	...	...	...	...	...	...	...	...
6. Preliminary Examination in Law	...	...	...	...	...	...	...	...	...
Medicine.									
1. Final Professional Examination for M. B., B. S.	1	...	...	1	12	...	...	...	12
2. Second „ „ „ „ „ „	1	...	...	1	34	...	...	...	34
3. First „ „ „ „ „ „	1	...	...	1	28	...	...	...	28
4. M. B. Examination (Transitory Regulations)	1	...	...	1	3	...	...	...	3
4. L. M. S. „ „ „	1	...	...	1	29	...	...	...	29
5. Additional test in Chemistry	1	2	1	4	78	47	38	7	170
6. Special Certificate Class Examination for Females	1	...	...	1	3	...	...	...	3
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching (*a*)	1	6	...	7	195	29	...	32	256
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Matriculation — For Boys	38	42	13	93	1,130	1,274	538	298	3,240
1. Matriculation — For Girls	...	2	1	3	...	4	2	3	9
2. High School Examination for Europeans. — For Boys	1	4	...	5	12	19	...	2	33
2. High School Examination for Europeans. — For Girls	1	7	...	8	5	22	...	...	27
3. Middle School Examination for Europeans. — For Boys	1	6	...	7	13	40	...	...	53
3. Middle School Examination for Europeans. — For Girls	1	13	...	14	12	43	...	...	55
4. Middle Vernacular Examination. — For Boys	112	...	...	112	1,924	...	...	71	1,995
4. Middle Vernacular Examination. — For Girls	5	11	2	18	28	56	12	15	111
5. Upper Primary Examination — For Boys	...	...	...	...	...	...	...	...	...
5. Upper Primary Examination — For Girls	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination — For Boys	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination — For Girls	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. — English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. — Upper	4	...	...	4	77	...	...	24	101
1. Training School Examination for Masters. — Lower	6	...	...	6	659	...	...	46	705
2. Training School Examination for Mistresses. — Upper	2	3	...	5	8	10	...	1	19
2. Training School Examination for Mistresses. — Lower	1	2	...	3	6	4	...	...	10
3. School of Arts Examination	1	...	...	1	229	...	...	...	229
4. Vernacular Medical Examination	1	1	...	2	59	1	...	...	60
5. Examination in Engineering and Surveying	1	...	1	2	56	...	91	1	148
6. Industrial School Examination	5	...	...	5	39	...	...	1	40
7. Commercial School Examination	7	...	...	7	71	...	...	11	82
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	76	...	...	...	76
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

(*a*) Includes the following Examinations:—(1) Bachelor of Teaching Examination; (2) Senior Anglo-Vernacular (5) European Teachers'

RAL—TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1910-11.

Number Passed.					Race or Creed of Passed Scholars.								
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
5	9	2	1	17	...	...	3	10	3	1	...	...	...
30	66	43	10	149	...	4	18	74	14	37	*2	...	...
4	...	...	1	5	...	...	...	2	1	2	...	...	...
11	5	1	...	17	...	...	3	9	4	1	...	...	...
47	27	5	2	81	...	1	9	50	7	12	*2	...	...
25	104	114	29	272	...	16	26	139	28	56	*7	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	5	5	...	...	1	...	4	...	...	...	...
...	2	...	8	10	...	...	9	1	...	...	...	...	...
...	6	...	16	22	...	...	...	...	...	22	...	...	...
...	...	...	12	12	...	...	...	...	...	12	...	...	...
...	7	...	15	22	...	...	21	1	...	...	...	...	...
...	3	...	7	10	...	...	...	...	...	10	...	...	...
...	1	...	13	14	...	...	...	...	...	14	...	...	...
...	...	...	5	5	...	...	...	...	...	5	...	...	...
...	...	...	7	7	...	...	...	...	7	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...	...
...	...	...	57	57	...	...	57	...	...	...	...	...	...
...	...	...	2	2	...	...	...	...	...	2	...	...	...
...	...	...	8	8	...	...	...	1	...	7	...	...	...
...	...	...	1	1	...	...	...	1	...	...	...	...	...
...	...	...	4	4	...	...	...	...	4	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	101	93	93	...	...	3	58	10	20	*2	...	...
...	...	...	16	117	...	1	10	81	5	17	*3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	...	...	...	12	...	...	2	9	...	1	...	...	...
32	...	...	...	32	...	...	4	20	3	5	...	...	...
22	...	...	...	22	...	...	3	13	3	3	...	...	...
3	...	...	...	3	...	...	...	2	...	1	...	...	...
19	...	...	...	19	...	...	7	9	...	3	...	...	...
24	13	1	3	41	...	...	4	25	4	7	*1	...	...
2	...	...	...	2	1	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
176	28	...	15	219	19	16	30	79	11	63	*1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
646	620	297	78	1,641	...	18	197	790	205	407	*24	...	...
...	3	1	2	6	...	2	2	1	...	1	...	...	...
5	10	...	...	15	14	...	...	1	...	...	...	...	...
2	20	...	...	22	22	...	...	...	...	...	...	...	...
6	14	...	...	20	20	...	...	...	...	...	...	...	...
7	22	...	...	29	29	...	...	...	...	...	...	...	...
1,424	...	...	34	1,458	...	...	287	566	149	451	*5	...	...
31	31	11	13	86	...	26	9	36	9	6	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	...	...	16	35	...	...	6	17	2	10	...	...	...
469	...	...	31	500	...	3	100	170	45	182	...	...	...
7	8	...	1	16	...	7	1	3	...	5	...	...	...
3	2	...	...	5	...	1	1	...	1	2	...	...	...
194	...	...	...	194	...	14	3	50	27	100	...	...	...
45	...	...	...	45	...	...	6	21	7	11	...	...	...
47	...	66	1	114	...	...	12	69	15	15	*3	...	...
27	...	...	1	28	...	...	...	4	6	18	...	...	...
27	...	...	2	29	...	...	2	15	2	10	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
53	...	...	...	53	...	...	...	4	15	34	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Certificate Examination; (3) Junior Anglo-Vernacular Certificate Examination; (4) Senior Vernacular Certificate Examination; Certificate Examination.

*Jains.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	In Institutions managed by District Boards.											In Institutions managed by		
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Collegiate Education. — Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
English	...	...	...	...	...	...	...	...	...	...	...	...	...	300
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	5,076	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	5,076	...	300
School Education, General. — Secondary Schools.														
For Boys. High Schools	...	4	1,970	2,023	1,790	...	5,163	1,245	22,843	306	...	29,557	3,522	2,090	8,327
For Boys. Middle Schools English	...	21	6,137	6,029	5,160	4	10,445	4,765	47,869	2,334	7	65,424	...	10,399	5,840
For Boys. Middle Schools Vernacular		98	17,460	18,132	15,030	...	98,657	4,267	37,971	3,493	23	1,44,411	...	10,403	266
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
For Girls. Middle Schools English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	99
For Girls. Middle Schools Vernacular		2	150	150	126	205	1,615	...	...	...	...	1,820	...	...	1,134
Total	...	125	25,717	26,334	22,106	209	1,15,880	10,277	108,683	6,133	30	2,41,212	3,522	22,892	15,666
Primary Schools. For Boys	...	2,422	1,18,341	1,12,566	94,962	21	5,72,985	605	54,328	2,444	184	6,30,567	...	1,691	54,800
For Girls	...	333	11,910	11,691	9,498	6,205	82,779	333	18	6	32	89,373	...	3,587	6,685
Total	...	2,755	1,30,251	1,24,257	1,04,460	6,226	6,55,764	938	54,346	2,450	216	7,19,940	...	5,278	61,485
School Education, Special. — Schools for Special Instruction.														
Training Schools for Masters	...	1	13	13	12	...	524	...	...	...	...	524	...	...	...
Training Schools for Mistresses		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.		...	...	...	...	...	...	...	...	...	...	...	...	...	17
Technical and Industrial Schools		6	349	341	291	...	7,275	...	273	...	24	7,572	...	...	2,325
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	7	362	354	303	...	7,799	...	273	...	24	8,096	...	...	2,342
Buildings	...	...	...	...	...	1,863	1,61,873	...	...	290	...	1,64,026	...	...	...
Furniture and Apparatus (Special Grants only).		...	...	...	...	...	31,344	...	...	...	...	31,344	...	365	...
Total	...	...	...	...	...	1,863	1,93,217	...	...	290	...	1,95,370	...	365	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	...	2,887	1,56,330	1,50,945	1,26,869	8,298	9,72,660	11,215	1,63,302	8,873	270	11,64,618	8,598	28,535	79,793

RAL—TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1910-11.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.		
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendances.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	...	...	...	...	...	...	...	...	...	...	...	...	...	2,700	2,700	3,000	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5,076	...	...	...	...	...	...	...	...	...	...	...	4,300	...	...	4,300	9,376	
...	...	...	...	...	...		...	...	...	...	...	...	...		...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5,376	...	...	...	...	...	...	...	...	...	...	...	4,300	...	2,700	7,000	12,376	
19,102	5	1,956	1,890	1,656	...	14,485	2,090	22,256	...	70	38,901	7,482	1,245	45,880	69,092	88,194	
26,684	33	8,648	8,662	7,089	...	37,038	10,399	63,445	1,098	1,432	1,13,412	...	4,765	2,404	44,207	70,891	
1,09,326	24	4,041	4,161	3,492	...	14,354	10,403	9,352	...	14	34,123	...	4,267	...	18,621	1,27,947	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
99	...	...	...	...	...	...	...	...	...	...	...	...	...	243	243	342	
2,749	7	1,001	925	694	1,367	12,446	...	...	...	...	13,813	...	...	3,766	16,212	18,961	
1,57,960	69	15,646	15,638	12,931	1,367	78,323	22,892	95,053	1,098	1,516	2,00,249	7,482	10,277	52,293	1,48 375	3,06,335	
6,29,476	79	7,745	7,148	5,930	...	44,280	1,691	8,462	126	179	54,738	...	605	9,283	54,168	6,83,644	
93,051	119	5,882	5,736	4,347	3,317	37,027	3,587	3	132	4	44,070	...	333	8,110	45,470	1,38,521	
7,22,527	198	13,627	12,884	10,277	3,317	81,307	5,278	8,465	258	183	98,808	...	938	17,393	99,638	8,22,165	
524	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	524	
...	1	7	7	7	...	188	...	...	...	...	188	...	...	...	188	188	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
17	...	...	...	...	...	...	...	...	...	...	...	...	...	3,540	3,540	3,557	
...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	
9,600	2	414	398	313	...	9,605	...	338	...	...	9,943	...	...	2,674	12,279	21,879	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
10,141	3	421	405	320	...	9,793	...	338	...	...	10,131	...	...	6,214	16,007	26,148	
1,61,873	...	...	...	...	...	86,507	...	...	50	...	86,557	...	...	...	86,507	2,48,380	
31,709	...	...	...	...	...	4,059	365	...	...	...	4,424	...	...	333	4,892	36,101	
1,93,582	...	...	...	...	...	90,566	365	...	50	...	90,981	...	...	333	90,899	2,84,481	
128	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	128	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
34,629	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,721	38,350	
874	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,810	2,684	
120	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	120	
84	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	84	
49,340	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,856	58,196	
1,114	...	...	...	...	...	...	...	...	...	...	...	...	...	...	55	1,169	
1,039	...	...	...	...	...	...	...	...	...	...	...	...	...	...	369	1,408	
6,468	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,548	9,016	
3,135	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	3,375	
44,734	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24,804	69,538	
1,41,665	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42,403	1,84,068	
12,31,251	270	29,694	28,927	23,528	4,684	2,59,989	28,535	1,03,856	1,406	1,699	4,00,169	11,782	11,215	78,933	4,04,322	16,35,573	

EDUCATION—GENERAL—TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1910-11.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	5	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government.	47	3,236	206	405	2,072	47	506	23,008	34	(a) 13,596	37,091	(a) 73,729	(a) Includes Rs. 9,561 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	170	4,975	...	...	4,779	170	26	...	31,565	2	17,541	49,108	
3. Aided by Government or by Local or Municipal Boards.	52	2,945	65	31	2,726	40	83	27,806	12,551	10,862	52,126	103,345	
4. Unaided ...	55	4,140	1,113	71	2,696	54	206	...	...	30,105	32,867	62,972	
Total ...	324	15,296	1,384	507	12,273	311	821	50,814	44,150	54,565	1,39,625	2,89,154	
For Females.													
1. Managed by Government.	3	243	...	...	239	...	4	1,041	...	(b) 10,381	3,137	(b) 14,559	(b) Includes Rs. 9,481 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	23	1,233	...	5	1,040	...	188	31,702	81	41,158	1,30,053	2,02,994	
4. Unaided ...	12	750	...	30	705	15	...	...	...	28,189	14,069	42,258	
Total ...	38	2,226	...	35	1,984	15	192	32,743	81	79,728	1,47,259	2,59,811	
Grand Total ...	362	17,522	1,384	542	14,257	326	1,013	83,557	44,231	(c) 1,34,293	2,86,884	(c) 5,48,965	(c) Includes Rs. 19,042 from Imperial Revenues.

EDUCATION—GENERAL TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1910-11.

Class of Hostels or Boarding Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government ...	2	288	...	15	273	...	...	730	...	(a) 9,561	3,137	13,428	(a) From Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	5	344	...	...	344	...	...	16,057	...	...	38,022	54,079	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	7	632	...	15	617	...	...	16,787	...	(a) 9,561	41,159	(a) 67,507	
For Females.													
1. Managed by Government ...	1	231	...	...	231	...	...	...	...	(b) 9,481	3,137	12,618	(b) From Imperial Revenues.
2. Aided by Government ...	16	794	...	5	789	...	...	25,844	...	23,565	1,19,388	1,68,747	
3. Unaided	1	30	...	30	...	...	...	...	...	...	7,073	7,073	
Total ...	18	1,055	...	35	1,020	...	...	25,844	...	33,046	1,29,548	1,88,438	
Grand Total ...	25	1,687	...	50	1,637	...	...	42,631	...	(c) 42,607	1,70,707	(c) 2,55,945	(c) Includes Rs. 19,042 from Imperial Revenues.

REPORT ON THE PROGRESS OF EDUCATION IN THE PUNJAB DURING THE QUINQUENNIUM ENDING 1911-12.

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REPORT

ON THE PROGRESS OF

EDUCATION

IN THE

PUNJAB

DURING THE QUINQUENNIUM ENDING

1911-12.

PRINTED AT [illegible] GOVERNMENT PRESS,

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1823, dated 7th December 1912.

READ—

The report of the Director of Public Instruction, Punjab, for the quinquennium ending 31st March 1912, forwarded with his letter No. 4639, dated 31st October 1912.

REMARKS.—There has been considerable and very satisfactory expansion during the five years under report. Expenditure has increased by 32 per cent. to nearly 69 lakhs of rupees. In attendance there has been an advance of nearly 35 per cent. 81,272 pupils (including 12,626 girls) having been added to the rolls as against an increase of attendance of 52,600 in the preceding quinquennium. This increase, which is without precedent in the history of the province, was distributed as follows.—

	Pupils. Per cent.	*Expenditure.* Per cent.
Primary education ...	27	37
Secondary education ...	46	50
Collegiate education ...	66	59

Of the increased expenditure on education of all kinds, *viz.*, 16¾ lakhs of rupees, provincial revenues have provided 3 lakhs and district funds nearly an equal amount, while 10 lakhs have been found from increased fees and private contributions.

About 17 out of every 100 boys of school-going age are now being educated as against rather less than 13 five years ago, and between 6 and 7 thirty years ago. The advance in primary education has been slower than in the other grades, yet even in this field the number of pupils has risen by 37,934. The figure would doubtless have been higher but for the financial stringency which embarrassed the province for the first years of the quinquennium and which made it necessary for some time to curtail all but absolutely necessary expenditure. In spite of this, however, every page of the report speaks of expansion and development.

2. Three important institutions have been added to those directly controlled by Government, *viz.*, the Agricultural College at Lyallpur, the Queen Mary's College for Girls at Lahore, and the Sanáwar Training Class for European Teachers.

The Agricultural College was opened in 1909, and though it has not as yet attracted as many pupils as was expected of the classes for which it was intended, there is, the Lieutenant-Governor thinks, no need to fear for its ultimate success. The experimental and research work has been thorough and satisfactory. Agriculture must always remain the chief industry of the Punjab, and in time, as experience is gained, the college should become a most valuable factor in the gradual application of the teachings of science, and the results of experiments to the development of the agricultural resources of the province.

The Queen Mary's College will, it is hoped, eventually do for girls of good family what the Aitchison College is doing so well for boys of the same class. In this connection it is noticeable that enquiries show that there is hardly a boy belonging to the aristocracy of the province who is not being educated.

From the Sanáwar Training Class should spring much good to the Anglo-Indian community, who have to educate their children in this country. The complaint is sometimes made that educational facilities are inadequate to the needs of this community, and that a disproportionate amount of the expenditure on education is spent on Indians. It is therefore satisfactory to learn that "there is no class of European or Anglo-Indian children in the province growing up without education for want of school facilities." In regard to expenditure, the Director of Public Instruction considers that the sum of rather more than two lakhs provided from provincial revenues in the year 1911-12 constituted "a high proportion of the provincial expenditure on education generally." The

regrettable feature of Anglo-Indian education is that the students do not enter the University. There is, in Sir Louis Dane's opinion, no reason why they should not, as courses suitable for all the professions entered by the domiciled community are provided by the University and hostel arrangements can easily be made. If they will not avail themselves of the facilities provided, they have only themselves to blame if they are outdistanced in the race for a career. The Lawrence School near Murree provides an excellent education for both boys and girls of the poorer classes of the community at the very reasonable fee of Rs. 20 per mensem.

3. Industrial education, which has recently been the subject of much discussion and enquiry, has shared in the general development of the last five years. Expenditure from local and provincial funds on industrial schools has more than doubled, and the Government Engineering School has been remodelled and established in new buildings at Rasúl. The school was formally declared open by the Lieutenant-Governor in November 1912. His Honour agrees with Mr. Godley that this is an important development in the history of technical and engineering education in the province. The whole question of industrial education, which is a difficult and controversial subject, is at present under the consideration of Government, who appointed a small committee last year to examine the possibility of further development.

Technical education in the strict sense is practically non-existent in the Punjab for the reasons given in paragraph 107 of the report, nor can there be much demand for it till an industrial atmosphere is created. In this respect the future may see great changes, particularly if cheap electric power becomes available, but for the present the Punjab is still the country of the agriculturist and the craftsman. For the former there is the Agricultural College which has already been alluded to, and for the latter the Mayo School of Art serves an increasingly useful purpose as the staff has been strengthened and the courses of study revised, while the buildings are being extended.

4. One of the most important changes made during the quinquennium has been the raising of the scale of fees which had remained unaltered since 1892. Though receipts under this head have increased by over 50 per cent., the figures given in paragraph 1 above show that this has not affected the the desire for education. The increase has been greatest in the case of secondary schools, which is satisfactory, as those who profit most from them belong mainly to the classes who contribute least to taxation. It is desirable, His Honour thinks, that the higher grades of education should be as nearly self-supporting as possible. That this is far from being the case is shown by the fact that though in the year 1911-12, there has been an enhancement of 20 per cent. the fees in secondary schools only covered about 56 per cent. of the expenditure. At present in Government and district board English-teaching schools fees range from only Re. 1 to Rs. 4 per mensem, while fee concessions to poorer pupils are given on a liberal scale.

Elementary education in the rural districts is still largely free, the children of agriculturists and village kamins paying nothing, while 10 per cent. of the pupils can be exempted on the ground of poverty. The Director of Public Instruction calculates that the average incidence of fee in the case of those who have to pay is less than 2 annas a month which, as he says, can hardly be regarded as a heavy impost. There is no evidence, he considers, that the levy of fees on this scale has in any way tended to check school attendance, and he adds pertinently that "even if agriculturists were not exempted, the levy of a small fee would be of no account as compared with the tax which advocates of compulsory education would impose, in the form of depriving them of their children's assistance in the fields."

5. Last year the question of compulsory education was exhaustively considered by this Government in connection with Mr. Gokhale's Bill. The opinions received, which were representative of every class, made it overwhelmingly clear that, whatever is the case elsewhere, the Punjab at least is not

yet ready for so drastric a change. The present report points to the same conclusion. Apart from the cost, which would be well nigh prohibitive, there is the difficulty that the municipal committees, upon whom the success of the scheme in towns would largely depend, are reported to be apathetic in regard to the elementary education of the masses. Even the larger committees are said to make no serious effort to deal with the problem, while it appears that some of the smaller ones occasionally make a profit out of their schools. During the last five years the expenditure from municipal funds on secondary schools fell by Rs. 2,890 and only Rs. 21,929 were spent on their primary schools, while fees rose by Rs. 32,131. Though district boards have been more liberal, their expenditure on primary schools showing an increase of 47 per cent., they are seriously handicapped by inadequate buildings, an insufficient supply of good teachers, and the innate prejudice of the cultivator against education.

The last is the greatest obstacle to compulsory education. It is true that Mr. Godley discerns a change in the popular attitude towards education, which is specially noticeable in the canal colonies, and that throughout the province there are signs of awakening interest, such as the increase in the number of agriculturist children at school. This is no doubt due to the greater prosperity of the agricultural classes. More men have raised themselves to the position of safedposh (wearers of clean clothes), and these naturally desire that their sons should be educated to maintain and, if possible, raise their status. But it is still too soon to say that education is in any sense of the word popular with the zamindar, and it can hardly be so, till there is an economic need for it. Hitherto the difficulty has been to persuade the cultivator that education is not actually an economic disability. The report encourages the hope that his views on this point are changing. If so, it may not be long before the next step is taken and education comes to be regarded as an economic asset. When this occurs the demand is likely to outrun the supply. It is important, therefore, to look well ahead and prepare for the developments of the future which may well dwarf the achievements of the present. Accordingly a scheme providing for the gradual increase in the number of schools by 87 per cent. has been prepared and was submitted to the Government of India last year. The scheme also included proportionate additions to the training institutions and the inspecting staff.

6. Sir Louis Dane attaches particular importance to the former as he believes that educational progress must largely depend on the possibility of supplying a sufficient number of good teachers. The difficulty of securing the services of trained teachers has retarded the development of primary education quite as much as the inadequacy of the funds available for maintaining and equipping schools. Considering the constantly increasing demand for education, the consequences may well be disastrous if the education that is given is not good, and it will not be good unless the teacher is competent. A good curriculum may train the mind, but only the good teacher can train the character, and this is the supreme need of the country.

Till recently many teachers in village primary schools earned hardly more than a cooly. Now, however, their position has been much improved. The system of proportioning primary education grants to district boards on the basis of teachers' salaries has been introduced, and in consequence all district boards have raised their minima to Rs. 15 per mensem for a head teacher and to Rs. 12 per mensem for an assistant. Provident funds have also been established. Owing to these most beneficial changes admittance to the normal schools for training has been keenly sought, and for the first time selection has become possible, large numbers in one case having to be refused admission. It is now proposed to start 3 or 4 more normal schools and to turn out teachers more rapidly. Pending this development training classes have, as a temporary measure been attached to many good vernacular middle schools. These are very well attended, and should meet the immediate difficulty arising from the want of trained teachers.

In spite of the great advance made in the quinquennium in the training of teachers, it is to be regretted that untrained men are still so numerous. In secondary schools only 54 per cent. are trained, and in primary schools the percentage is not more than 42. In the circumstances it is not surprising that the teaching is unreal. Mr. Wyatt, the Jullundur Inspector, says that the vice is universal. When this reproach is removed less will probably be heard of the charges that are made against education and of its unpopularity with the agriculturist. Nor perhaps will the all-important question of moral training present such difficulty, the value of moral teaching being in exact ratio to the worth of the teacher.

7. Some attempt has been made to give moral instruction where religious teaching was impossible, but it does not appear to have met with much success. The following remarks by Mr. Crosse, the Lahore Inspector, suggest what is probably the chief reason for its failure. "So long," he says, "as the supply of teachers is so limited that men of any sort have to be welcomed, there can hardly be any great improvement in the moral tone of schools." Many hold that education loses half its meaning if divorced from religious instruction. In this country, for better or for worse, education, so far as it is imparted through the agency of the State, is necessarily undenominational. This is not, however, the unmixed evil it is some times represented to be, for at least it does not widen the breach between religious communities as denominational institutions, which encourage a sectarian rather than a religious atmosphere, tend to do. Moreover, as Mr. Godley remarks, it has "the definite merit of associating pupils of all classes and creeds on the same plane and thus promoting mutual forebearance and tolerance." There is no more important lesson to be learnt at the present time. It is a question how far denominational religious teaching is desired as an end in itself, for, though denominational religious teaching may be given in Government or board schools out of school hours, the report shows that hitherto only one school has availed itself of this concession.

The Lieutenant-Governor believes that a system of denominational hostels may meet the difficulty and is doing what is possible to further the erection of these, especially where faction spirit renders it desirable. When such hostels are provided there seems to be no reason why religious instruction should not be given in them as a part of the regular curriculum, the teachers being provided by the persons interested in the hostels.

8. If the lack of satisfactory teachers is an obstacle to the progress of education in regard to boys, it is an even more serious difficulty in regard to girls and, in Mr. Godley's opinion, constitutes the great hindrance to their education. It is true that there has been an advance of 55 per cent. in attendance, yet the percentage of girls attending school to the estimated population of school-going age is only 2·7, which however is fair as compared with other similar provinces.

The marked awakening of interest in the education of girls throughout the province, and more particularly in the more progressive districts, is one of the most pleasing features of the report. The social problems, which do so much to make progress difficult, centre for the most part round the position of the Indian woman. By educating her, rather than by any other way, will these problems be solved. It is significant that already there is a tendency to defer the marriages of girls in order to give them a better education, and in some of the towns efforts are being made to continue their education after marriage. Viewed in this light the increase in the higher stages of education, which in the case of secondary schools was as much as 163 per cent., is most encouraging. Primary education, too, cannot fail to have important and beneficial results, especially where, as in the case of boarding schools, it includes training in domestic economy. This should do much to improve the conditions of Indian home life which at present too often undo the good work done in the boys' school outside. Lala Sheo Dial, the Delhi Inspector, who as an Indian speaks with authority, remarks that "the majority of Indian homes have neither the facilities nor the

comforts necessary for students; their moral and physical surroundings are not of a high order, and the good effects of a school are much undone there. The parents, with a few honourable exceptions, take little interest in the education of their children." The obvious remedy for this is the education of the girls. And there is the further advantage that their education is free from the peculiar difficulties which in the case of boys arise from the importance of the economic factor.

It is, therefore, highly satisfactory that so much has been done for girls, expenditure having increased by 75 per cent. and institutions by 108. Mr. Godley observes that there are signs of a change in the popular attitude towards the education of women, particularly in the case of the upper and professional classes, who have started some very excellent boarding schools which are largely attended. In this movement, however, the Muhammadan community lags behind.

9. His Honour regrets to observe that although this community has shown considerable advance during the last five years, it is still comparatively inert. The reasons for this which are given in the report are familiar. The Muhammadan population is largely agricultural; it is instinctively prejudiced against modern education, and often too poor for the services of the children to be spared. To these difficulties, however, His Honour believes that the leaders of the community are thoroughly alive, and it is very satisfactory to find that considering the smaller numbers competing, educated Muhammadans do exceedingly well in the higher University examinations, and as officials they still maintain their high character for efficiency.

10. The period under review witnessed a vigorous extension of private enterprise, particularly in the field of secondary education where the Arya Samaj and the Sikh community have led the way. The former, for instance, maintains in the Hoshiarpur district alone 1 high school, 6 middle schools, 5 primary schools, and 1 school for the depressed classes, with a total of 1,500 pupils. In fact as many as 17 middle schools have been opened in this district by various religious societies. While Sir Louis Dane welcomes the growth of private activity, he would, at the same time, sound a note of warning against the tendency on the part of certain private institutions to sacrifice quality to quantity and to foster sectarian rivalries. The latter tendency has been touched on already. As to the former, the report shows that buildings are sometimes run up in a hurry collapsing a little later. Pupils are attracted by various objectionable methods such as the inducement of a slack discipline. One school with accommodation for 250 boys was found to have 800. In another a class room fit for 18 or 20 was made to hold 50 boys. The graver sense of public responsibility which is now being awakened should do much to counteract evils of this kind. Education amongst the Sikhs is making very rapid strides. The community is prosperous and has realized the necessity for education even for a military career, and they specially excel in engineering. At the present rate of progress they will soon more than make good the leeway which they have allowed to hamper their success in Government service and the learned professions.

11. It is in collegiate education that the success of private effort has been most marked. The number of students in Arts Colleges rose by 66 per cent. as against 20 per cent. in the preceding quinquennium. The colleges, whose number has been increased by one, (the Dyal Singh College, Lahore,) would appear to have been equal to the extra strain imposed upon their resources, as the question of disaffiliation in any branch of instruction had rarely to be considered. A sense of unity is developing which is no doubt due to the tendency of students to gravitate to Lahore, 81 per cent. of the students in the Punjab reading in Lahore colleges. This is a remarkable feature and is evidently giving the Punjab University a very distinctive and corporate character of its own which should re-act most beneficially upon education as a whole.

It may be noticed in passing that in 9 out of the 11 colleges religious instruction is given. The Oriental and Government Colleges are the two exceptions. The circumstances of the former are peculiar, and in the Government College the high ideal of efficiency and corporate responsibility, that is fostered, is the best preparation for the work of life, that can in the circumstances be provided.

12. In this connection one of the most important agencies for developing the social life of the students in our colleges and secondary schools is the provision of adequate hostel accommodation. This exists for all the colleges, and almost all the secondary schools in the provinue have hostels of some kind attached to them, and the number of boarders rose from 3,222 to 12,213 during the five years. Considerable sums of money are now being devoted annually to improvements in boarding-houses, refreshment rooms, kitchens and play-grounds.

13. It is impossible in the brief compass of a review to do more than touch on the more salient features of the most interesting and illuminating report which Mr. Godley has submitted. But a word must be said of the admirable work that is being accomplished by the Punjab Text-Book Committee which to a considerable extent relies on non-official agency During the past five years it has dealt with 2,258 works. Text-books have been increased and improved. Large numbers of books have been presented to school libraries, and vernacular literature has been generously encouraged. The last is a particularly satisfactory feature, for if people are to be educated, it is important that they should have good books to read and at present much of the available literature is of an objectionable character.

13. Mr. Godley has been in charge of the Department for the greater part of the period under report, and the Lieutenant-Governor desires to congratulate him on the success which has been achieved under his judicious and enlightened guidance. His Honour's thanks are also due to the able staff of assistants who have so zealously helped him. The system of recruiting for the Indian Educational Service is not yet entirely satisfactory, and some improvement appears to be required in order to secure the selection of suitable men who are willing to serve long enough to be able to acquire a real hold upon the student classes. The period has been one of solid, and latterly of rapid progress and the outlook for the future is decidedly encouraging. Much, however, remains to be done, particularly in regard to the education of women and of the lower castes. The latter presents a field of almost virgin soil. Thus out of a total of 2,758,902 persons belonging to the four marginally noted castes, only 7,280 people can read and write.

Mochis
Musalis.
Chuhras.
Chamars.

His Honour has no doubt that the Department will be equal to whatever strain is put upon it in the future. He fully agrees in the importance of having a strong educational agency to supervise and direct, and hopes that the recommendations that have been made to the Government of India in regard to the improvement of the Provincial and Subordinate Educational Services will secure that end.

ORDER.—Ordered that the above remarks be printed and circulated with the report ; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India, in the Department of Education with copies of the report.

By order of His Honour the Lieutenant-Governor of the Punjab,

C. A. BARRON,

Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—10-12-12—2191—515—M. C. K.

REPORT

ON THE PROGRESS OF

EDUCATION IN THE PUNJAB

DURING THE

QUINQUENNIUM ENDING 1911-12.

CHAPTER I.

General Summary.

This report is a quinquennial one, and deals with the period 1906-07 to 1911-12. Where a comparison is instituted, reference is made not to the statistics of the previous year, as in ordinary reports, but to those of the year 1906-07 or of the quinquennium ending with 1906-07.

2. *Popularity of education.*—The rate of progress of education is determined by three main factors—the desire of the people to obtain it, the supply of funds either from State revenues or private resources, and the system under which education is imparted. An increase of school attendance during the period under review on a scale which is without precedent in the history of the province indicates that the popular attitude towards education has been undergoing a rapid change. The total number of students and pupils in public institutions has risen by over one-third, the increase being particularly large in girls' schools and in secondary schools generally. A growing demand for school education is reported from all parts of the province, and inspecting officers are finding it necessary to correct the tendency to overcrowd schools with pupils. It should at the same time be noted that there are still large sections of the industrial population, chiefly of the lower castes, which remain practically unaffected by the educational movement.

3. *Finance.*—The supply of funds has not kept pace with the rapidly increasing demands for fresh educational expenditure, and in this respect the period has been one of difficulty for the Education Department and for the local bodies which finance the primary schools of the country districts. During the quinquennium 1902-03 to 1906-07 liberal subsidies had been granted from imperial revenues for capital and recurring expenditure on schools and colleges. The largest of these grants was a recurring one of three lakhs for primary education, which made it possible for the district boards to open a considerable number of new primary schools during the period. By the beginning of the quinquennium under review the subsidy had almost spent its force, and the boards were being left to provide for future educational expansion from their own resources. The raising of teachers' pay, the establishment of provident funds, and the erection of school buildings absorbed a large share of whatever additional local funds could be spared, so that under the circumstances a slackening of the rate of expansion was inevitable until a fresh subsidy could be granted. No new imperial grants, however, were sanctioned until the close of the quinquennium, when the province received a grant of nine lakhs for educational buildings, followed by a share of the recurring grant announced at the Durbar. Nearly two lakhs were spent from the former grant in 1911-12; the expenditure of the remainder and of the Durbar grant belongs to the ensuing quinquennium.

Not only was there a cessation of imperial grants, but the greater part of the period coincided with a time of financial stress in the province. Orders were issued towards the close of 1907 curtailing departmental budgets and cancelling proposals which involved new expenditure, and the Education Department, along with others, was put on short commons during the years which followed, the estimates being repeatedly cut down. The amounts allowed were barely sufficient to meet even the sanctioned recurring charges, so that grants had to be postponed and schemes of improvement set aside. The sky gradually cleared and funds began to be forthcoming in 1911, while in the

year 1911-12 there was a marked improvement; but in the three preceding years, notwithstanding the addition of the Agricultural College and an increase of expenditure on the Medical College, provincial expenditure on education fell below the level reached in 1906-07, a condition of things without parallel in any other province. The only course to pursue under the circumstances was to exercise all reasonable economy, and to try to ensure, by improvement of system, that the money placed at the disposal of the Department was being used to the best advantage.

This temporary reduction of educational expenditure naturally attracted notice and evoked a certain amount of criticism. Comments were even published in Indian newspapers suggesting that it denoted retrogressive policy and an intention to check, rather than hasten, the spread of educational facilities among the people, especially in regard to the opening of new primary schools. A report on education is hardly the place for combating the random assertions of irresponsible journalists, but it may be well to clear away a misapprehension which sometimes finds expression not only in the newspaper press, but also in the provincial council. The Education Department, like other special departments of Government, has no financial authority beyond the power of disbursing the funds assigned to it on sanctioned objects and under fixed rules: it does not provide the money, nor has it discretionary powers of spending the amount allotted. The Department in no way defrays the expenditure of the district boards on primary schools, which is met partly from local funds and partly from fixed imperial and provincial assignments. When money is scarce, as has happened in the past and may at any time happen in the future, the Education Department suffers in common with others; but this does not mean that there has been any deviation from the principle consistently followed, which is to assist educational development on right lines with any funds which can be supplied for that purpose from the public revenues.

4. *Changes during the period.*—The period has been marked by a number of administrative and other changes, which are described in the chapters which follow. Endeavours have been made to simplify the working of the departmental machinery, to systematise the financial arrangements, to strengthen the position of inspecting officers, to free inspection work from the trammels of routine, to attract a better class of teachers to the schools, to recast the courses of study, and to make the institutions directly controlled by the Department as efficient as possible. The University has replaced broken periods of work by a continuous lecturing session, and the school arrangements have been harmonised by the introduction of a uniform school year. The Agricultural College, Lyallpur, Queen Mary's College, Lahore, and the Sanawar training class for European teachers have been added to the institutions directly controlled by Government. The Government Engineering School has been remodelled and established in new buildings at Rasul. The Government College has been placed in possession of a chemical laboratory adequate for its needs. With the aid of the imperial grant for buildings the construction of school and other educational buildings has been undertaken on a large scale throughout the province, and standard plans have been issued by the Department for guidance. The grant-in-aid system has been made simpler and more liberal, and the rates of stipends in training institutions have been raised. The finances of European schools have been placed on a sound basis. A greatly increased income for the Text-book Committee, together with more favourable terms for the schools, has been secured by a new contract. A perusal of this report will show that progress of some kind is recorded under every head, numerically and otherwise, notwithstanding the unfavourable conditions in which the quinquennium started.

5. *Education Code.*—The revision of the Punjab Education Code, on which much time and money had been spent, was virtually completed in 1907. The code in its new form was a bulky volume of several hundred pages abounding with minute regulations, and suffering from a severe and apparently interminable attack of what might be termed appendicitis. The publication of such an unnecessarily large and confusing compilation was deemed inexpedient, and an early opportunity was taken of issuing a simplified edition of the most important chapters. By the end of the quinquennium an abbreviated code embodying

the various changes which had been sanctioned during the period was ready for publication. It consists of two short parts, the first containing rules as to grants-in-aid, fees, scholarships, and teachers' certificates, and the second general disciplinary and other rules for schools, and curricula of study. The new curricula, which have been framed on the advice of successive educational conferences, emphasise the syllabus rather than the text-book, and are intended to afford scope for more intelligent methods of teaching.

Statistics.

6. *Public institutions.*—The following statement shows the numbers of colleges and schools in existence in 1906-07 and in 1911-12 :—

	1906-07.	1911-12
For Males.		
Arts Colleges	10	11 (+1)
Professional Colleges	3	6 (+3)
High Schools	94	101 (+7)
Middle Schools	196	211 (+15)
Primary Schools	3,151	3,417 (+266)
Schools for special instruction ...	23	31 (+8)
For Females.		
Professional Colleges	2	2
High Schools	12	16 (+4)
Middle Schools	27	36 (+9)
Primary Schools	542	637 (+95)
Schools for special instruction ...	14	25 (+11)

It will be noticed that there has been an increase in institutions of all kinds. The figures compare favourably with those of the preceding quinquennium, except in respect of primary schools, 894 primary schools for boys and 216 for girls having been added during the period 1902-03 to 1906-07 by means of the imperial grant already alluded to. The increase of four colleges is accounted for by the establishment of the Dyal Singh College, Lahore, the Agricultural College, Lyallpur, and the Sanawar training class, in addition to the inclusion of the Veterinary College for the first time under this head. New high schools for boys were opened in a number of centres, and for girls at Lahore, Ferozepore, Pathankot, and Srigobindpur. "Schools for special instruction", which have increased by nineteen, are mostly institutions in which industries are taught.

7. *Private schools.*—If the statistics of these schools, which are collected by patwaris, can be regarded as approximately reliable, there has been a considerable decline since 1907 in the number of schools, which fell suddenly in 1908-09 from 3,313 to 2,699, and has since risen. It would appear that private schools for boys are being gradually absorbed into the public school system, and that private schools for girls are increasing in number. The returns, however, are admittedly incomplete. The instruction in most of these schools consists in teaching the Quran and other religious books by rote.

8. *Attendance in public institutions.*—The following is a comparative statement of attendance :—

	1906-07.	1911-12.
Males.		
Arts Colleges (English)	1,508	2,539 (+1,031)
„ „ (Oriental)	90	120 (+30)
Professional Colleges	639	860 (+221)
High Schools...	30,703	47,662 (+16,959)
Middle „	33,541	45,521 (+11,980)
Primary „	141,559	179,588 (+38,029)
Schools for special instruction ...	2,841	3,237 (+396)
Females.		
Professional Colleges (Teaching) ...	29	30 (+1)
High Schools...	1,035	1,683 (+648)
Middle Schools	2,136	4,552 (+2,416)
Primary Schools	19,987	29,091 (+9,104)
Schools for special instruction ...	827	1,284 (+457)

The increase in attendance, which is distributed among institutions of all kinds, amounted to 68,646 in the case of males, and 12,626 in that of females,

or 81,272 altogether, an advance of nearly 35 per cent on the total attendance of 1906-07. The corresponding figure for the preceding quinquennium was 52,592, so that there has been a substantial improvement.

The percentage of attendance in public institutions to the estimated population of school-going age rose from 12·8 to 16·9 in the case of males, and from 1·7 to 2·7 in the case of females. Reckoning private institutions as well, the increase was from 16 to 19·8, and 2·6 to 4, respectively. In the Lahore division, which is educationally advanced, the percentage of males in attendance is 22·8, and of females 5·4. In the Rawalpindi division, which contains somewhat backward parts of the country, the figures in the case of boys attending public institutions are stated by the Inspector to be as follows:—

	1906-07.	1911-12.
Attock	13·6	15·4
Mianwali	16·6	20·5
Rawalpindi	25·5	26·7
Jhelum	24·6	29·5
Shahpur	14·2	15·2
Gujrat	18·9	24·9

The number of agriculturists' children at school shows a marked increase. Comparative figures relating to pupils of the various religious denominations are given in chapter X and table III (A).

It may be of interest to note here that although the proportion which college students and school pupils in recognised teaching institutions bear to the estimated population of school age (assumed, for the purpose of statistics, to be 15 per cent. of the total population) has risen in the case of males during the past 30 years from 6·5 to nearly 17 per cent., the percentage of the male population classed as literate, which doubtless includes a large number who have learnt to read and write otherwise than by attending a recognised school, has increased during the same period only from 6·2 to 6·3. Unless there has been an exodus of the educated classes or much greater strictness in interpreting the term literacy, the inference would seem to be justifiable that for various reasons, such as the shortness of the period of school attendance, the lack of opportunities for utilising school-acquired knowledge subsequently, and perhaps also the ineffective character of the teaching, much of the instruction given in primary schools is soon forgotten and does not appreciably affect the literacy of the population. This is not an argument for desisting from attempts to break down illiteracy, but it certainly does not support the view that the opening of every new school, good, bad, or indifferent, represents a corresponding addition to the number of educated persons in the country. Rather is it a weapon in the armoury of those who hold that a mere numerical increase of schools is liable to fail in its object unless it is accompanied by a sustained effort to secure better school attendance and to raise the character of the teaching.

9. *Expenditure.*—The total expenditure on education in public institutions rose from Rs. 51,96,890 in 1906-07 to Rs. 68,64,909 in 1911-12, or by 32 per cent. The following statement shows the increase classified according to sources:—

	1906-07.	1911-12.	Difference.
	Rs.	Rs.	Rs.
Provincial revenues	19,69,630	22,78,639	+ 3,09,009
District funds	9,57,858	12,44,249	+ 2,86,391
Municipal funds	2,84,648	3,52,662	+ 68,014
Fees	11,41,924	17,75,409	+ 6,33,485
Private sources	7,03,215	10,75,235	+ 3,72,020
Imperial revenues (Veterinary College, Lahore, and Lawrence Military Asylum, Sanawar).	1,39,615	1,38,715	— 900

It will be observed that the fee-receipts and the expenditure from private sources each increased by over 50 per cent., and the expenditure from district

funds by nearly 30 per cent. The expenditure from provincial revenues was Rs. 18,63,134 in 1910-11, so that the increase in this case belongs to the year, not to the quinquennium. The figures of provincial expenditure have been compared in detail with those shown in the books of the Accountant-General, and notwithstanding differences in the system by which the totals have been arrived at, there is almost exact correspondence.

10. *Expenditure analysed.*—The increase in the expenditure from provincial revenues was incurred almost entirely on colleges and secondary schools: the fixed grant made to the district boards from provincial revenues for primary education is included in the expenditure from district funds. There was a considerable increase of expenditure on the Medical, Training, and Government Colleges, and the cost of the Agricultural College, which in 1911-12 amounted to nearly half a lakh, was added. The expenditure on aided colleges doubled. About Rs. 50,000 more were spent on Government secondary schools, and Rs. 70,000 more on aided secondary schools. The provincial expenditure on buildings and equipment amounted, as in 1906-07, to nearly six lakhs, of which about Rs. 1,40,000 went to aided institutions; and the expenditure on boarding houses rose by over Rs. 23,000.

The expenditure from district funds was incurred, as before, chiefly on the maintenance of vernacular middle and primary schools, while secondary, especially Anglo-vernacular, schools claimed the largest share of the municipal expenditure. There was an increase of the expenditure from private sources under all headings. The increase of fees was greatest in the case of secondary schools (Government schools Rs. 91,081, district and municipal Rs. 1,02,033, and aided Rs. 1,96,862). Table II shows the percentages of provincial and local expenditure incurred on each branch of education, and also the average cost of education in each case per pupil. The cost to provincial revenues per student in the Government College has fallen from Rs. 266 to Rs. 241, while in the professional colleges it has risen from Rs 331 to Rs. 417. In the schools maintained by Government and the local bodies the expenditure per pupil has generally risen, but privately managed institutions have apparently not increased their expenditure in proportion to the rise in enrolment.

CHAPTER II.

Controlling Agencies.

11. *Direction.*—I officiated for Mr. Bell in May and June 1907, during his absence on privilege leave, and again from the 7th October of the same year, during his absence on furlough. In October, 1908, I succeeded him as Director, and remained continuously in charge until the end of the quinquennium. As this is the only large province in which there is no Assistant Director, the policy has been to simplify methods of work and to delegate such powers as could be suitably entrusted to subordinate officers. The Director's office in 1907 was clogged with routine work and wanting in organisation. Order was gradually introduced by the indefatigable exertions of Mr. Hawkins, the newly-appointed Registrar; accumulations of useless records and mislaid papers were destroyed or otherwise disposed of, and work was distributed on business lines. The Registrar was subsequently deputed to visit the Inspectors' offices and advise as to simplifying office procedure. As a result, it was found possible to effect a substantial reduction of establishment, while simultaneously new duties were undertaken, such as the conduct of the Vernacular Middle School examination, by no means a light task. The post of Reporter on Books, which is attached to the Director's office, was held during most of the period under review by Lala Suraj Narayan, a noted Urdu scholar, who on retirement was succeeded by Khalifa Imad-ud-din: both these officers have been useful advisers.

12. *Inspectors of Schools.*—Owing to the regrettable loss of two senior officers, Rai Bahadur Lala Umrao Singh and Lala Sheo Lal, who died during the quinquennium, two new Inspectors, Rai Sahib Lala Sundar Das Suri, M.A., and Lala Sheo Dayal, M.A., were appointed. Mr. Crosse remained at

Lahore during most of the period, and Khan Bahadur M. Umr-ud-din at Rawalpindi: Jullundur and Delhi have had frequent changes. In the past year Mr. Wright took Mr. Wyatt's place as Inspector of European Schools, Mr. Wyatt going to Jullundur. Miss Francis, the Senior Inspectress of Schools, retired in 1910, and was succeeded by Miss Stratford.

13. *Educational Services.*—Mr. Robson and Mr. Knowlton remained in charge of the Government College and Central Training College, respectively. Sardar Bahadur Bhai Ram Singh succeeded Mr. Percy Brown as Principal of the School of Art in 1909, and a new Vice-Principal, Mr. Heath, was appointed in October 1911. A professorship of economics was added to the Indian Educational Service during the period, and also a professorship of mathematics, now held by Mr. Gopal Singh Chawla, to the Provincial Service.

Schemes were prepared and submitted to Government during the quinquennium for the improvement of the Provincial and Subordinate Educational Services, by an increase in the rates of pay and the introduction of progressive salaries throughout. The state of the Subordinate Service calls for special comment. This service includes the district inspecting staffs and the staffs of Government schools, together with a number of miscellaneous posts, and it is the recruiting ground for the inspectorships in the Provincial Service. When the high schools under municipal management were provincialised in 1905, the existing staffs were lumped together in one service without any attempt at organisation, the result being that many of the grades were overweighted, and promotion was blocked indefinitely. The discontent caused thereby manifested itself in a host of petitions and complaints, and it has been a task of the greatest difficulty to adjust competing claims. The effect on recruitment has been most unfortunate: selection, where there is a dearth of candidates, being virtually impossible, appointments have had to be made without much regard to qualifications, and there has been a shifting population of temporary teachers. When it is remembered that the large educational developments which are now contemplated demand improved machinery and personnel, the outlook is one which cannot but occasion grave concern unless there is an early change for the better.

14. *Assistant Inspectors.*—The Inspectors' assistants have, as before, been largely occupied with the inspection of primary schools, and have worked well. Among those specially commended are Lala Jugal Kishore, Munshi Niaz Ali, Bhai Hari Singh, and Pandit Telu Ram.

15. *District inspecting staff.*—Five Assistant District Inspectors were added during the quinquennium. The heavy and increasing responsibilities now falling to the lot of District Inspectors were, on the whole, well discharged. The work of the following officers deserves special mention:—Lala Nihal Chand (Lahore), Lala Kanhaya Lal (Sialkot), Lala Shiv Saran Das (Ferozepore), Munshi Allah Rakha (Jullundur), Chaudhri Gyan Singh (Rohtak), Munshi Muhammad Ishaq (Mianwali), and Lala Khazan Chand (Lyallpur).

16. *Inspectors' jurisdictions.*—From the evidence given in connection with the sittings of the Decentralisation Commission it appeared that there was a certain want of harmony between the Education Department and the local authorities, the latter feeling their liberty hampered by departmental restrictions and objecting to a rigid standard of educational expenditure being pressed on them. Endeavours, therefore, have been made in recent years to place the relations of educational officers with the local bodies on a more satisfactory footing, and to make it clear that the Department has no desire to usurp the functions of the boards in matters of detail, apart from the application of broad principles. With this object in view a simplification of system was introduced: Inspectors' jurisdictions were made conterminous with Commissioners' divisions, and in matters relating to the allotment of funds to local bodies and the educational policy of district boards the Commissioner and Inspector now act in consultation. It is believed that the measure has been

generally appreciated. Thus the Multan Inspector writes: — "Since this measure was carried into effect, the aim of Government orders issued from time to time has obviously been to place the Inspector in direct communication with the Commissioner, particularly in connection with the financial control of schools and schemes for educational development in different districts. The advantages of this arrangement are manifest. The Inspector has his voice, and is given a fair hearing. He is enabled to place the departmental view before the Commissioner. Besides, the collaboration with Deputy Commissioners, which is in a large measure secured under the present system, is highly beneficial to educational work." The inspection of European schools had consequently to be made a separate charge, but the Inspector also assists in the inspection of schools in the Lahore division and in the work of the Director's office. The inconvenient partition of responsibility between two independent Inspectresses was abolished, and the Senior Inspectress was placed in general charge of girls' schools.

17. *Delegation of powers.*—While the position of the Inspectors in relation to the civil authorities was strengthened, their responsibilities were also augmented by the delegation to them of various powers which had formerly resided with the Director, such as the appointment of subordinate teachers, the award of scholarships, and the regulation of details affecting the instructional arrangements. Inspectors are no longer tied to a mechanical routine of fixed monthly inspections by districts, but are free to vary their programmes. The length of reports of all kinds has been curtailed, and opportunity has been given to initiative generally.

18. *Uniform school year.*—Under the former system the Assistant Inspectors, aided by District Inspectors borrowed from other districts, paid flying visits to all the primary schools in the district under inspection, in order to award upper primary certificates to the successful scholars and grants to aided "indigenous" schools; after which the school year for that district ended. With the increase of schools this system resulted in so-called inspections of several schools in a day, which were naturally of little value, while the prolonged absence of District Inspectors from their charges and the practical inconveniences caused by differences in the school year were generally felt to be sufficient reasons for a drastic change. Accordingly in 1909-10 a uniform school year, corresponding with the financial year, was introduced throughout the province, with several attendant changes. The award of primary school certificates is now made by head teachers, subject to the control of the district inspecting staff, and the Inspector and his assistants are freed from the obligation to visit all the schools in a district annually, at the expense of thorough inspection. Reports on education and educational statistics now relate to the same period, and not to an arbitrarily fixed congeries of "school years". The removal of the Assistant Inspectors' check has, it is true, resulted in some laxity being shown by teachers in the award of certificates; but with an increasing sense of responsibility and a stronger district inspecting staff, this is likely to be only a temporary drawback; and it should also be noted that the primary school certificate now carries with it no right of admission to a secondary school, if the holder is found to be unfit for a higher class.

19. *Distribution of grants for primary education.*—An important step forward was taken in 1910-11 by the introduction of a system of proportioning the grants made to district boards for the extension of primary education on the basis of teachers' salaries. The imperial and provincial grants had hitherto been distributed on rough-and-ready methods, lump sums being handed over to the boards according to an estimate of their probable requirements, but without any guarantee that payments on the same scale would continue. The system now in force may be briefly explained. Government undertakes to defray two-thirds of the salary of every qualified teacher in a vernacular school, plus all contributions made by the boards to teachers' provident funds, and half the cost of school repairs. The condition attached is that a teacher for whom a salary grant is claimed should be in receipt of a minimum salary of Rs. 15 if a head teacher, and Rs. 12 if an assistant. In addition special recurring grants are made for backward districts, and grants are also given for capital

expenditure on buildings. As the small amount needed for school contingencies can be met from the fees levied, the net cost to the boards of maintaining each vernacular school is approximately one-third of the pay of the teacher or teachers employed, and less in backward districts. Should larger subsidies be sanctioned from imperial funds without a corresponding expansion of the income of the local bodies, a raising of the rate of grant will doubtless be considered; but on the presumption that part of the cost of primary education has to be met from local taxation, the proportion recently sanctioned does not appear to be an illiberal arrangement for the local bodies concerned; it has at any rate the advantage of substituting a system resembling that adopted in European countries for a more or less haphazard distribution of bounties, and enables the boards to forecast their income and expenditure.

20. *Management of schools by district boards.*—The district boards seem to have been active in extending primary education so far as their funds permitted, although in the absence of fresh grants they were unable to accomplish as much as in the preceding quinquennium in the way of opening new schools. Their net expenditure on primary schools was Rs. 6,77,906 against Rs. 4,62,195 in 1906-07, showing an increase of 47 per cent., while the total expenditure on these schools increased by 45 per cent. Teachers' salaries were raised, provident funds were established, and training classes for teachers were opened. The educational administration of the Gujranwala district evoked strong criticisms from the Inspector. Expenditure was reduced, and incompetent teachers were engaged at low rates. In many districts, on the other hand, the Deputy Commissioners have taken a keen personal interest in the improvement of education, and there has been marked advance.

21. *Municipal committees.* – The attitude of the municipal committees towards education has been by no means as liberal as that of the district boards. Secondary schools absorb a disproportionate share of their funds, and even here an increase of fee-income is not always utilised to improve staff and equipment. Thus, while fees in municipal secondary schools rose by Rs. 32,131 during the quinquennium, the expenditure from municipal funds fell by Rs. 2,890, and only Rs. 21,939 more were spent on their primary schools. The larger committees have never made any serious effort to deal with the problem of the elementary education of the masses, and their attitude towards industrial and technical training has been one of indifference. The smaller municipalities are occasionally reported to make a profit off their schools. In respect of provident funds and increased salaries for teachers, the committees are still behindhand, owing to their limited resources. Relief from police charges and participation in the new Government grants may be expected to produce improvement.

22. *Other managing bodies and private enterprise.*—The enterprise of the various denominational bodies, including missionary societies, has been rather directed to establishing English-teaching secondary schools than to extending elementary education. A number of fine high school buildings have been erected during the quinquennium, *e. g.*, by the Arya Samaj at Rawalpindi, Ambala and Bhera; by the Sikhs at Gujranwala and Lyallpur; by the Hindu Sabha at Amritsar; and by the Anjuman-i-Ahmadia at Qadian. The Hindu Elementary Education League, representing a new movement pioneered by Lala Lajpat Rai, has opened elementary schools in Lahore. The Salvation Army is working among the depressed classes. The Chief Khalsa Diwan has affiliated Anglo-vernacular schools in all the Rawalpindi districts except Mianwali, and elsewhere in the province, and has opened high schools at Rawalpindi and Ludhiana. The Shiksha Pracharni Sabha, Bhiwani, has started seven night schools. In the Jullundur division the Arya Samaj has shown considerable activity in opening schools. A large number of aided elementary schools throughout the province are maintained by various religious bodies, and it may be hoped that the more liberal grant-in-aid rules which have recently been sanctioned will give an impetus to their efforts. Nor has enterprise been confined to such societies as those referred to. Among individuals who have taken part in advancing education may be mentioned Bhai Ganda Singh, Uberoi, who opened a new high school at his own

expense in Sialkot, and Lala Pars Ram, who gave Rs. 15,000 for a new Anglo-vernacular school at Beri in the Rohtak district. The Rawalpindi Inspector notes the case of an Anglo-vernacular middle school at Faruka (Shahpur), funds for which were collected by a *ragi*.

23. *General remarks.*—With the rapid extension of education which is now in progress, an increasing strain is thrown upon the inspecting staff. Not only will a considerable addition to their number be shortly indispensable, if the new schools are to be adequately supervised, but steps should be taken to ensure that men of the right calibre are being attracted to take service in the Education Department. In particular the status and pay of the district inspectors of schools, whose duties and responsibilities are daily becoming more onerous, should be placed on a satisfactory basis, for it is undeniable that these posts require men of no ordinary tact, ability and energy. The mere expenditure of money will not accomplish results equal to expectations unless there is a strong educational agency to supervise and direct. I venture to lay stress on this point because of the prevalent tendency to suppose that machinery is of little consequence, provided that money is spent somehow. The simpler an educational system the better, but there must be men of broad views and trained intelligence to work it.

CHAPTER III.

Collegiate Education.

24. The quinquennium has been marked by a very large increase in the number of college students, while in the arrangements for teaching and examinations and in matters affecting the corporate life of the students there are many developments to record.

25. *Number of Arts Colleges.*—Including the Oriental College, there are eleven arts colleges in the province. One (the Dyal Singh College, Lahore) has been added during the period. Six other colleges, situated in the states of Kashmir, Patiala, Bahawalpur and Kapurthala, and in the North-West Frontier Province, are also affiliated to the Punjab University. Affiliation was withdrawn in 1910 from Bishop Cotton School and the training institutions for women teachers at Simla, as the conditions could not be satisfied, and it did not appear that continued affiliation could serve any useful purpose.

26. *Number of students in Arts Colleges.*—The number rose from 1,598 in 1906-07 to 2,659 in 1911-12, or by 66 per cent. In the preceding quinquennium the rate of increase was only 20 per cent. The expansion of the last few years has been unusually rapid, and the Lahore colleges have been taxed to their utmost to provide for the students. It is noticeable that the percentages of students in Government, aided, and unaided colleges have remained the same, continuing at 15, 40 and 45 per cent., respectively. 81 per cent. of the students in the Punjab read in Lahore colleges. The tendency of the student population is to gravitate to Lahore, and the percentage of increase in the case of Lahore students has been greater during the past five years than that of students in the mofussil colleges. The close vicinity of the Lahore colleges to one another and to the University buildings affords more favourable conditions than can be found elsewhere in India for the growth of a University spirit and the reproduction of the academic atmosphere of the older Universities of the West, so that the attractions of Lahore for the student are not likely to diminish, although the mofussil institutions will always find a clientèle among those who are unable or unwilling to go far from their homes.

27. *Examinations.*—The average percentages of passes for the period in the Arts Faculty in the Intermediate, B. A. and M. A. examinations were 47·8, 36·3 and 44·6, respectively, as compared with 45·6, 40·1 and 31·3 for the preceding quinquennium. In the Science Faculty the average percentages of passes in the Intermediate, B. Sc. and M. Sc. examinations were 48·8, 41·4 and 78·1, respectively, as compared with 48·1, 66·6 and *nil*, for the period

1902—1907. A striking feature is the increase in the number of students taking science. Of the students appearing in the Intermediate examination of 1912, 21 per cent. were in the Science Faculty, as compared with six per cent. in 1907. This is largely due to the transfer of preliminary science teaching from the Medical College to the arts colleges, which was carried out in 1907-08, and to the fact that the Intermediate science course is a preliminary to entering the Medical College. Of the students appearing in the Bachelors' examinations of 1912, 5·9 per cent. were in the Science Faculty as compared with 4 per cent. in 1907. The number of candidates appearing in the several examinations of 1912 was 1,602, an increase of 33·16 per cent. on the number appearing in 1907.

28. *Expenditure* has risen during the quinquennium by 59 per cent., amounting in 1912 to Rs. 4,09,562. The average expenditure per student has diminished from Rs. 160 in 1906-07 to Rs. 154 in 1911-12. The proportions of the total expenditure contributed by provincial revenues, local funds, fees, subscriptions, and endowments for 1912 remain much as before.

29. *Scholarships.*—Owing to a change in the date of payments, the expenditure under this head only slightly increased, but the number of scholarshipholders rose from 195 to 264.

30. *Science teaching.*—The improvement of the provision for practical instruction in science has been one of the most striking advances of the quinquennium. Of the ten English arts colleges under report, seven (Islamia, Dayanand Anglo-Vedic, Dyal Singh, Murray, Khalsa, St. Stephen's and Hindu) have made entirely new provision of laboratories for science. Two others (Government College for chemistry and Forman College for physics and biology) have made entirely new laboratories for part of their science work. Thus all but one of the colleges teaching science have secured new laboratories during the quinquennium. Marked improvement has also taken place in the general equipment of each of the ten colleges teaching science, due largely to the recommendations of the University inspection committees. The Government College has made its chemical laboratory a model for the province at an expenditure of Rs. 76,278. A large part of the Government of India grant of Rs. 1,40,000 for collegiate education has been devoted by the colleges to science laboratories and to the improvement of the equipment for science teaching. The importance of practical laboratory work has been increasingly emphasised in all the colleges, following the impulse given by the new University regulations with reference to the character of examinations, preparation of note-books, and number of students per instructor.

31. *Buildings.*—The provision of main buildings has been the next most striking feature. No less than six of the ten English arts colleges (Islamia, Dayanand Anglo-Vedic, Dyal Singh, Murray, Khalsa and Hindu) have provided new buildings. More than a quarter of the Government of India grant was spent on these buildings.

32. *College discipline.*—In means for maintaining systematic and regular work in the colleges there has been noticeable advance during the past five years. In most of the colleges the practice of withholding promotion from students who have done poor work has been adopted; several of the colleges have begun to state definitely in their prospectus the conditions under which promotion will be given. Individual colleges are more and more adopting methods of their own for keeping the students to a high ideal of work. As a result principals and professors testify that there is a very marked improvement among the first and third year men. The group or tutorial system has been adopted in eight out of the eleven colleges under review. Four seem enthusiastic about its actual working, but there seems to be some haziness as to aim. Each college is nevertheless gradually adapting the system to its own size and needs. The Government College has been the distinct leader in this development.

33.—*Staff.*—The status of professors has been bettered by an increase of salary in several colleges; by the institution of a provident fund (Forman and St. Stephen's); by establishing grades of pay (Khalsa); by the adoption of a constitution (Islamia, St. Stephen's, Dyal Singh); by setting apart a professors' common room (Forman); and by the provision of additional residential quarters for professors near the college (Government, Dayanand Anglo-Vedic, Khalsa, Murray and Hindu). The weekly number of lectures assigned to each professor is still high for a University. In some cases the decrease of teaching for professors which might have resulted from additions to staff has been counteracted by the institution of the new honour courses which were introduced in 1909.

34. *Change of calendar.*—A change in the University calendar introduced in 1910-11, by which the college session now commences at the end of the long vacation instead of in the middle of a teaching term, has already resulted in an improvement in the efficiency of the colleges. The Principal of the Government College, in comparing the number of first and third year students passing their first two college examinations with the number in former years, finds that "the change appears to have doubled the efficiency of the first year, and trebled that of the third year." The change has also secured a more prompt registration of students at the beginning of the term, greater continuity in college work, the full use of the cooler months for lecturing, and an adequate interval of rest before the commencement of each session.

35. *Intercollegiate lectures* continue to be arranged by the Government and Forman Colleges for the M. A. degree in English, mathematics and history, the result being increased efficiency and also economy of time and labour in both colleges. With the introduction of new subjects and honour courses it is becoming clear that a single college cannot maintain a full staff of teachers for every subject included in the University course, and an extension of the system is desirable.

36. *Physical training.*—The spirit and practice of athletics have improved, especially in the five Lahore colleges, Khalsa and St. Stephen's. This is due not only to encouragement from the staffs, but to the valuable services of the University Sports Committee in arranging a large variety of intercollegiate contests extending throughout the year. While much has been done in this way to improve the corporate spirit in colleges, the necessity of greater development is fully realised by the staffs, and time, together with the provision of the requisite facilities, will undoubtedly show an advance.

The protective side of physical education has also begun to receive attention. Physical measurements and examination of students have already been started in one college (Forman) by an honorary worker, and several other colleges favour introducing a systematic physical examination of each student once a year.

37. *Social life.*—The development of the social life of the students will no doubt receive some of the attention it certainly deserves, now that the urgent need of providing lecture-rooms and laboratories has been met. The majority of the students of the institutions affiliated to the University reside in hostels, but the last report of the University inspection committee says that "an impression of bareness and inadequacy must be left with anyone who has surveyed these hostels." The Government College, with its newly equipped refreshment room; Islamia, with its introduction of the common dining system by which 140 students sit down together twice a day; and Forman College, with its introduction of common-rooms and lectures in its hostels, are notable exceptions. There has been improvement in the increase of staff quarters in or near hostels, the number of professors so accommodated having risen to 41, or an average of four per college.

Literary and debating societies hold frequent meetings, and college magazines are issued in six of the eleven colleges (Government, Forman, Dayanand Anglo-Vedic, St. Stephen's, Dyal Singh and Islamia). These latter

play an important part in college life, not only affording opportunities to literary talent, but helping the colleges to keep in touch with their alumni.

38. *Religious instruction* is given in nine colleges, *viz.*, in all except the Government and Oriental Colleges. In the Government College, as well as in the other colleges, the moral development of the students is furthered by leading them to do steady systematic work, so that they may acquire that habitual sense of duty and responsibility which constitutes a most valuable element in character.

39. *Characteristic developments.*—In a brief survey such as this it is impossible to do more than allude to the main developments which have characterised individual colleges. The Government College has led the way in the improvement of science teaching, the introduction of the tutorial system, and the organisation of athletics (having a large number of cricket, football and hockey teams playing matches regularly, as well as tennis-players); Forman College has led in the development of the social life in hostels, and in the encouragement of the spirit of social service amongst students; Islamia has made decided advance in equipment, and has tried the experiment of vacation classes in English; Gordon College has been marked by its high percentage of passes; St. Stephen's devotes itself to the guidance of students individually; the Dayanand Anglo-Vedic College, with 676 students, has displayed the most vigorous growth; the Hindu College has extricated itself from serious financial difficulties; and Murray College has practically started on a new career.

40. *Grants-in-aid.*—The question of increasing the grants made to aided colleges from provincial funds was dealt with during the quinquennium. The existing grants were small fixed amounts which had long ceased to correspond in any way to the expanding needs and expenditure of the colleges, and it was decided to increase them to sums roughly corresponding to the expenditure on tuition met from private sources other than fees, such grants being periodically re-assessed. The application of this principle led to a very considerable enhancement of grant in each case. The colleges were at the same time informed that the new grants were given on the understanding that the money should be spent on improving their staffs and equipment.

41. *Government College, Lahore.*—This is the only arts college maintained by Government in the province, and it is expected to show the way to other affiliated colleges in its teaching and other arrangements. A brief summary of the progress achieved during the quinquennium may therefore be of interest. The number of students, which is limited by the accommodation, rose from 250 to 397, of whom 221 were boarders. The expenditure from provincial revenues rose from Rs. 65,062 to Rs. 97,707, or by 50 per cent.; fees increased from Rs. 21,495 to Rs. 33,430, or by 55 per cent. In the B. A. and B. Sc. examinations 41 students were successful against 13 in 1907, and in the Intermediate (Arts and Science) 72 against 37 in 1907. The number of students taking up science rose to 223. During the quinquennium an extension of the chemical laboratory was carried out at a cost of Rs. 76,278, and additional demonstrators, lecture assistants, and laboratory bearers were provided. The staff was strengthened by the creation of two new professorships (economics and chemistry), and the addition of assistant professors of English, Sanskrit and biology. Research work is carried on in the chemical and biological laboratories. The college grounds have been greatly improved, and the swimming-bath brought into use. Athletics flourish, there are literary and dramatic societies, and an excellent college magazine, the "Ravi," is published. The Graduates' Union, for old members of the College, meets periodically; there is also an annual gathering of old students. Mr. Robson and his colleagues are to be congratulated on the high state of efficiency maintained by the college during the quinquennium, and especially on the development of science studies.

The Punjab University.

42. *Vice-Chancellor and Senate.*—Sir P. C. Chatterjee was succeeded as Vice-Chancellor in 1909 by the Hon'ble Mr. Justice Robertson, who vacated

the office on departure to England in 1910. The Revd. Dr. J. C. R. Ewing, Principal of the Forman Christian College, was then appointed Vice-Chancellor.

The provision of section 3 of the Universities Act permitting the election of Fellows by registered graduates came into operation in April, 1909. The members of the Senate originally appointed under the Act continued to be drawn annually by lot as to one-fifth of their number until the end of the year 1911, after which the constitution of the governing body was for the first time in conformity with the provisions of section 4 (*i*) of the Universities Act. The University is represented on the Punjab Legislative Council by the Hon'ble Mr. Shadi Lal, M.A., B.C.L., a prominent member of the Syndicate.

43. *General development.*—While the period reviewed in the last quinquennial report was one of reform and transition consequent upon the passing of the Indian Universities Act of 1904, the past five years may be said to have been characterised by all-round development and by consolidation of the new order of things introduced by the Act. The University regulations have undergone frequent revision in response to a steady rise of ideal, a general advance in the efficiency of affiliated colleges, a growing public recognition of the work and function of the University, and a genuine endeavour to secure for the student the maximum of benefit from his college life. Faculties and Boards of Studies have been increasingly active in the preparation and revision of courses of study, the aim in each case being to promote thoroughness of teaching and to discourage cram in all its phases. To secure these ends the practice has as far as possible been adopted of indicating by a syllabus the scope of reading demanded, rather than prescribing the contents of particular text-books. The Oriental Faculty has modified its courses with a view to encouraging a larger number of students to read for degrees in Oriental learning. The Arts Faculty has recast the courses in history, economics, philosophy and teaching. The Science Faculty has made changes of considerable importance, with a view to emphasising practical work and to giving a distinctive character to the science degree. The Medical Faculty has substituted the degrees of Bachelor of Medicine and Bachelor of Surgery (M. B., B. S.) for the former Licentiateship in Medicine and Surgery and the M. B. degree; and the Law Faculty has discontinued examinations formerly conducted in the vernacular for the Licentiate in Law Examination. Honours courses in arts and science have been framed, and the honours degree introduced, and the principle of examination by compartments has been admitted in certain examinations in arts, science, law and medicine. Details of the principal changes are given in an appendix to this report (appendix A).

In its relation to affiliated colleges the University exercises the functions of an advisory as well as a controlling body, and year by year the sense of corporate unity has been developing, and the isolation of individual colleges tends to disappear. The system of inspection has brought the Syndicate into touch with the aspirations and needs of affiliated institutions to a degree which was formerly impossible; the disbursement of grants to colleges in proportion to their needs and ability to help themselves has promoted a good understanding; and the organisation of University tournaments has brought the students of nearly all colleges into healthy rivalry on the playing-fields. In the reports and recommendations of the inspection committees emphasis has been laid upon the necessity of providing suitable buildings, including hostels, and efficient staff and equipment, and the college authorities have been urged to consider means of promoting the social and physical welfare of the students. It is satisfactory to note that the recommendations of the inspecting committees, when endorsed by the Syndicate, have in nearly all cases been well received and promptly acted on. In only rare instances has it been necessary for the Syndicate to consider the advisability of adopting the extreme measure of disaffiliation in any branch of instruction in order to secure efficiency.

44. *Finance.*—Notwithstanding the discontinuance of a portion of the special imperial grants for buildings which were sanctioned in the last quinquennium, the income of the University increased by Rs. 13,644 to Rs. 2,33,007 in 1911-12, chiefly owing to an increase of examination fees amounting to Rs. 34,443. The expenditure was well within this amount. The invested funds of the University show an increase for the period of Rs. 1,68,000, and the financial position is sound.

45. *Buildings.*—A new library building, costing Rs. 60,000, was erected during the quinquennium : about the same amount was expended in the purchase of books. The erection of suitable buildings for the Oriental and Law Colleges has been delayed on account of insufficiency of funds and difficulties about the site. A residence for the Assistant Registrar within the University precincts is now in course of construction.

46. *University teaching.*—The Punjab University continues to maintain two teaching colleges—the Oriental and Law Colleges, but the special character of these institutions prevents them from contributing in any appreciable measure to the general ideal associated with the name of a teaching University. The Law College is referred to in chapter VII, under "professional institutions." The Oriental College embodies the intentions of the original promoters of a University scheme for the Punjab, and as such is an interesting survival; it is lacking, however, in vitality, and is chiefly kept alive by the aid of scholarships and stipends. The college has three functions. It prepares students for the various Oriental title examinations of the University and also for the Oriental degrees of B. O. L. and M. O. L., which were supposed to represent the attainment of European learning through the medium of the vernacular languages; while it also undertakes the instruction of the arts students of the Government College in the classical languages of the East. Owing to the failure of the Oriental degree courses as formerly constituted to attract candidates, the regulations were changed during the quinquennium so as to make these courses include a knowledge of English, combined with Indian history and Oriental languages. The result has not been encouraging, only four students having obtained the degree of B. O. L. during the period and one the degree of M. O. L., and it is fairly evident that the revised courses are hybrids which do not at present appeal to students of either the old or the new type. The number of students in the title classes, on the other hand, has shown a marked increase, especially in the case of Sanskrit, where the number rose from 36 to 66, the Arabic class also increasing from 18 to 24. The instruction given to the Government College classes is not considered to be satisfactory, owing to the teachers employed in the Oriental College being unacquainted with western methods of study. A reorganisation of the Oriental College with a view to securing the services of a staff uniting the virtues of old-fashioned erudition with those of modern scholarship is engaging the attention of the University. Such a staff would, it is thought, be able to undertake the advanced teaching of Oriental languages in the adjacent arts colleges, without neglecting the interests of the maulvis and pandits of the old school.

47. *University athletics.*—The organisation of athletic competitions is not usually ranked among the functions of a University, and this branch of University activity has not hitherto been noticed in annual reports on education, but the fact that it constitutes a distinctive feature of the Punjab University may justify a reference here to the arrangements adopted. The aim of the University Sports Committee, a representative body which undertakes to organise inter-collegiate competitions, is to promote physical exercise among as large a number of students as possible. Hence they desire to encourage the team rather than the individual, and systematic practice rather than occasional competitions. With this object in view tournaments have been made as numerous and varied as possible; trophies are awarded only to teams; and the competitions extend over nearly the whole of the cold weather, from November to April. Silver challenge cups or shields, mostly presented by ruling chiefs, are offered for competition among college teams in cricket,

football, hockey, gymnastics, athletics, tug-of-war, cross-country running, lawn tennis, swimming and riding. For cricket, football and hockey the colleges are divided into three groups: in the Lahore group football and hockey matches are played on a "league" system; the mofussil colleges compete on a "bumping" system. The trophies are awarded on the results of final matches played in Lahore between the winners. The University is fortunate in the possession of an excellent ground. For the upkeep of this ground and for the general expenses of the tournaments the University has made an annual grant of Rs. 2,000. Entrance fees amount to about Rs. 750 annually, and Fellows of the University subscribe to the prize fund. Of the ten Lahore colleges, seven entered teams in 1911-12 for cricket, eight for football, and six for hockey, apart from the other competitions. Only four colleges made no entries, and of these two (Srinagar and the Oriental College) could hardly be expected to compete. This is a striking advance on the condition of things five years ago. There can be no doubt that these tournaments, which are yearly conducted in a more sportsmanlike spirit, are having a good effect in improving the physique of the students and popularising active habits.

CHAPTER IV.

Secondary Schools (Boys).

48. *Number of schools and attendance.*—As in the case of collegiate education, there has been a very large increase of attendance in secondary, especially English-teaching, schools, the number of pupils having risen from 63,322 to 92,273, or by 46 per cent. The number of institutions rose by 25 to 303. In the preceding quinquennium, owing to the withdrawal of recognition from a number of inefficient schools, the number of schools decreased, while that of the pupils remained almost stationary. Among new high schools may be noted the Ganda Singh School, Sialkot, and the Khalsa School, Lyallpur. Others were raised from the status of middle schools. In the Rawalpindi division three new Khalsa Anglo-vernacular middle schools were recognised. Six new vernacular middle schools were opened by the district boards in the Rawalpindi division, five in Multan, and three in Lahore. The Jullundur division alone records no increase of recognised institutions, although the attendance rose by 3,699. Seven high and three middle schools were added to the list of aided institutions in the Lahore division, and a few elsewhere.

49. *Pupils at the secondary stage of education.*—Secondary schools in the Punjab, unlike those in some other provinces, include primary classes, and it would be a mistake, therefore, to suppose that the figure of attendance given in the preceding paragraph represents the number of pupils who may be said to be receiving secondary education. But a satisfactory dividing-line is not easy to draw. The teaching of English, for instance, which properly belongs to the secondary stage of education, is begun in the upper primary classes of Anglo-vernacular schools in this province. Vernacular middle schools, again, are in some respects merely advanced primary schools, and are so classed in Bombay; while in respect of the teaching of Oriental classical languages they may properly be termed secondary. Reckoning them as secondary, and excluding all primary classes, there are 32,976 boys at the secondary stage, mostly aged from 12 to 20, or 3 per thousand of the male population. In a review of the progress of secondary education in England published in the report of the Board of Education for 1908-09, it was estimated that 4 per thousand of the population were receiving education in aided secondary schools, and about 6 per thousand in secondary schools generally, so that, numerically speaking, the Punjab is not so far behind the West in this respect as might be imagined, especially in view of the fact that elementary education in England is universal and compulsory; although such a comparison would be misleading if it implied that the scope of secondary education in the two countries is identical. Of the 33,000 pupils in secondary classes, 7,265, mostly aged fifteen and upwards, are in the two high classes, so that it may be roughly calculated that ten per cent. of the total number in the five secondary classes finish the school course annually, *i. e.*, about half of those who enter on it. Only a fraction of

the vernacular middle school pupils continue their studies in the high classes of Anglo-vernacular schools, which partly accounts for the decrease at the top.

The fact that secondary schools are giving primary education to about 59,000 boys, forming nearly two-thirds of the total number of their pupils, considerably discounts any comparison which might be drawn between the figures of expenditure and attendance for primary and secondary schools in the province, as given in this report, and also explains the abnormally large proportion of high school pupils in the Punjab as compared with those of provinces where secondary schools have no primary departments.

50. *Expenditure.*—The total direct expenditure from all sources on secondary schools rose by Rs. 5,42,727, or nearly 50 per cent. Of this sum Rs. 3,89,747 came from fees, and Rs. 84,334 from provincial funds, the rest being divided between local funds and private contributions. The increase from district funds was entirely on vernacular middle schools, while that from provincial funds was on high schools.

The average annual cost of educating a pupil rose in Government schools from Rs. 32-10-0 to Rs 38-5-0, and in district board schools (mostly vernacular middle) from Rs. 8-12-0 to Rs. 10-1-0, while in municipal schools it was almost stationary, and in aided institutions it decreased from Rs. 23-6-0 to Rs. 20-4-0. From this it would appear that the municipal committees and private managers have not increased their expenditure in proportion to the rise in the number of pupils.

51. *Fees.*—The question of an enhancement of the rate of fees in English-teaching secondary schools was taken up during the quinquennium. In order that an unduly large share of the public funds available for education may not be absorbed by secondary schools, the policy of Government has been gradually to raise fees in these schools until they defray a fair proportion of the expenditure, without imposing a check on the progress of education. As there had been no change in the rate of fees since 1892, it was thought that the time had come for asking the public to contribute something more to the increasing cost of secondary schools. An enquiry instituted throughout the province elicited the general opinion that school managers would welcome an enhancement, and that it was unlikely in any way to affect school attendance. A revised scale accordingly came into force from 1911, increasing the rates by 20 per cent. annually for two years in succession. The exact effect of the measure is that in Government and board English-teaching schools the rate of fee now ranges from one rupee monthly in the fourth class, at which stage English is usually begun, to four rupees in the tenth or highest class. Aided secondary schools, which form the majority of the high schools in the province, are required to charge 75 per cent. of these rates, *i. e.*, from twelve annas to three rupees. The enhancement was accompanied by an increase of the fee concessions made to poorer pupils, and the abolition of the highest of the three grades of fees formerly in force, the minimum limit of income in the case of parents paying double fees being at the same time raised from Rs. 100 to Rs. 150 per mensem. The changes have been well received, and have not caused any diminution of school attendance. The fees in secondary schools covered about 56 per cent. of the expenditure in 1911-12.

52. *Higher grade fees.*—Reference has been made to the retention of a higher grade of fee payable by parents whose incomes exceed Rs. 150 per mensem. Objection is sometimes made to the grading of fees by income, on the score of inequality of treatment and of the invidious responsibility thrown on headmasters. The higher grade of fee is, in fact, only justifiable when the ordinary fee does not represent a fair share of the cost of the education which is given : it is an expedient for obtaining a reasonable payment from the parent who can afford to pay his share. Many parents of this class in western countries prefer to send their children to secondary schools which are not financed from the general revenues : thus in England aided secondary schools are as a rule attended only by pupils of the less well-to-do classes ; and so long as comparatively rich people in the Punjab avail themselves of the cheap schools financed largely by the State, there is something to be said for mulcting them

of special fees. But the system has drawbacks, and those who have to work it would be glad to see it abolished. With a slight raising of the fees payable by parents of average means, balanced by a provision of free places for poor students of ability, the necessity for a higher grade of fee would not be apparent. As it is, the number of pupils paying the higher rate is only a small fraction of the total.

53. *Scholarships.*—The expenditure on scholarships increased in all the divisions, but there is no important change to record. As the middle school scholarships (Rs. 2 monthly), are not in some cases sufficient to cover the fee payments, a revision of the rates is felt to be needed.

54. *Examinations.*—The number of candidates in the University Matriculation examination, which serves the purpose of a school final examination for Anglo-vernacular schools in this province, rose from 2,900 in 1907 to 3,203 in 1911, nearly half of whom passed. The Victoria Diamond Jubilee High School, Wazirabad, was particularly successful in 1911, with 69 passes out of 90 sent up. Owing to a change in the dates of the University examinations, the results for 1912 do not belong to the period under report.

The conduct of the Vernacular Middle School examination, which is the final examination for vernacular schools, was transferred from the University to the Department in 1908. The number of candidates rose during the quinquennium from 1,515 to 1,997, of whom 1,355, or over 67 per cent., passed.

The percentage of results in both cases shows little variation, but it is satisfactory to note that the number of candidates on the science side of the Matriculation examination rose from 57, with 34 passes, to 191, with 139 passes. In the Clerical and Commercial examination, which is a special school-leaving test conducted by the University, there were 29 successful candidates against 30 in 1907.

55. *The University Matriculation examination as a school-leaving test.*—Much has been said at various times about the evil of a University examination "dominating" the school curriculum, but the defects of the system, so far as the Punjab is concerned, appear to be much exaggerated. The University machinery works smoothly; the examination syllabuses are framed with the advice of members of the University who are familiar with school conditions; and the examiners are frequently persons who are engaged in school work themselves. Many of the criticisms levelled against the Matriculation examination apply to all public written tests conducted solely by outside examiners. Such examiners are unable to consult the teachers or to enquire into the school work and career of individual candidates, and the large number of candidates makes it impossible to arrange for satisfactory oral tests. An interesting experiment is on foot in the United Provinces, where a new school final examination is partly conducted by roving commissions of examiners, who report to a central board after visiting the schools. There are several reasons why such a scheme, which would be very expensive, cannot at present be instituted in the Punjab, but the question of improving the present examination deserves careful enquiry. The case against the Matriculation examination is forcibly stated in a note by Mr. Wyatt (printed as appendix B). The existence of a public examination at the end of the school course does not, it should be added, pervert the work of a teacher who has higher ideals than pass percentages: such a teacher can both educate and pass his pupils.

56. *Abolition of the Anglo-vernacular Middle School examination.*—The abolition of this test in 1905 has not been an unmixed benefit, since its discontinuance removed a useful check on indiscriminate promotion, and is considered to have thereby lowered the standard of instruction in the high classes; frequent requests are consequently made for its revival. Instances have been reported in which promotions were not merely given too freely, but even sold to pupils. The inspecting officers are taking measures to combat the evil, which may be expected gradually to disappear with the advent of a better class of teachers. The Jullundur Inspector says:—"The results of the abolition are exaggerated by teachers who are bothered by parents to promote

their boys and prefer to shift the trouble on to an impersonal examination. At any rate the absence of an examination means the teacher's release from one fetter, for, when reproached for lack of initiative in his teaching, the public examination and the fads of inspecting officers are made to share the blame. My own experience of the teaching in 1908 and again this year convinces me that the existence of public examinations in the Punjab is an evil greater than their disappearance. In the vernacular middle school the method and matter of the teaching is determined by the type of questions asked in the public examination. In the case of history, for example, the teacher concentrates his efforts on transferring the contents of a text book to the mind of the pupil. As the examination paper expects all its questions to be answered, the teacher accordingly transfers *everything* that the candidate may be able to write upon *anything;* and the school pupil can give you four or five bits of information—the same for the whole class—on any topic you may choose out of the book. Thus for examination purposes docility and dullness count more in a pupil than an interest that might lead him to attend more to one part of his subject than to another." The Multan Inspector (Rai Sahib Lala Sundar Das, Suri) writes :—"The abolition of the middle school test and the investment of headmasters with powers to determine class promotions on the result of examinations held by them has been adversely commented upon by some. The old system, too, which has been supplanted, did not escape condemnation. The new plan is still on its trial. Stringent measures have been adopted by inspectors to strengthen the hands of headmasters in resisting the pressure put on them by guardians of boys to obtain undeserved promotion for their wards. People do not yet fully realise that in principle the teacher is the best judge of his pupil. Besides, owing to conservative ways of thinking, they set too high a value on certificates awarded on the result of public examinations. The masters are being educated to rise to a sense of responsibility, and to recognise the importance of raising the level of efficiency in the schools in which they work. To mention only a few of the defects of the old system, teaching was dominated by examinations, cram was encouraged, right methods did not receive due recognition, and the intermediate classes were much more neglected than at present. Besides, there was dislocation of school work owing to delayed announcement of University results. Now the teaching is more evenly distributed over the whole school, and at no point except in the highest class, and for the final test, is there great pressure."

57. *Curriculum.*—The general scheme of studies for schools in the Punjab has not been materially altered since it was introduced some twenty years ago, although the methods of teaching the various subjects have been improved. During the quinquennium ending in 1907 geometry was substituted for Euclid. Otherwise the old-established text-books remained virtually unchanged, and many of the teachers had become wedded to the idea that all the knowledge of a subject and even of a language which could fairly be expected of them was to be found within the compass of the book which they had been patiently teaching since they entered the profession. Re-arrangement of curricula, revision of syllabuses, and substitution of improved text-books seemed to be urgently required. To attempt to recast curricula wholesale without full discussion and careful elaboration would have been a rash undertaking, and the policy followed during the period under review has been to prune away acknowledged defects and to accustom the teachers to a wider choice of text-books, thus preparing the way for the introduction of courses of study arranged on sounder and more modern principles. Such courses were framed and criticised at successive conferences, with the result that by the close of the quinquennium a completely new scheme, which is now being issued, was completed. The main changes effected during the period were the abolition of text-books of translation and district geographies, the issue of new syllabuses in English and geometry, the authorisation of a large number of alternative text-books, the introduction of "supplementary" readers for rapid reading, the extended use of the vernacular as a medium of instruction in the lower classes of Anglo-vernacular middle schools, the substitution of a new history of India and other improved text-books, the discontinuance of text-books of English history in the higher

classes, the extension of science teaching, and the adoption of the direct method of teaching English. All these were intended to be preliminary steps to the issue of a new scheme of studies, and although it is difficult to wean the more conservative teachers from old-fashioned methods, there are signs that progress has been made. Mr. Wyatt, the Jullundur Inspector, finds "the teacher still clinging hard to a curriculum that has changed but little for twenty years;" but the Jullundur division has for a long time past been weakly administered in educational matters, and other inspectors write more favourably. Thus the Multan Inspector says:—"Looking back at the work done in secondary schools five years ago, improvement is distinct in more than one direction. In Anglo-vernacular schools the direct method of teaching English in the lower classes has been successfully tried—the result would be still better if the teachers were all trained men and had a greater command of the language. Mathematical training, particularly in the higher classes, is given on the right lines. Science teaching is better than it was in some centres, though for want of competent men with a love for their subject, it still leaves much to be desired. Attempts are made to teach geography on rational lines, but the tendency is pronounced to sacrifice quality to quantity and to follow the text-book too closely. Vernacular secondary education is being developed on new lines, and, except for the conservative influence of old teachers, which has its advantages, the change would be more marked than it is. The teachers are striving to assimilate and to use new methods—for instance, geometry teaching has much improved. More is done in schools in enlarging ideas and arousing the intelligence of pupils than before." A note by Mr. Crosse on the teaching of English by the direct method is appended to this report (appendix C).

58. *Unreality in the teaching.*—The prevalent fault of the teaching in schools is its divorce from observation and experience. This is due to an ingrained habit of mind which is common among Indian teachers, though not peculiar to them; and it is difficult to eradicate. The Jullundur Inspector's report contains some suggestive remarks on the topic. With regard to the teaching of history he says:—"As the candidate is usually expected to attach dates to events or *vice versâ*, he collects them in pairs miscellaneously, ignoring historical significance or perspective, and in a similar way he gets up accounts of 'acts' attributed to various historical personages. 'Causes' he merely memorises, and an inexperienced inspector sometimes suspects him of an intelligence of which on further probing he proves himself innocent. In this division too the map in teaching history is rarely or wrongly used, and much illuminative local history is overlooked. In one town I asked the pupils of a third middle class to mention important buildings that would not have been there a century ago. It took minutes of apparently hard thinking for a single boy to suggest a single building—the dâk bungalow. The teacher of history seldom refers to the present in dealing with the past, which is neither explained, as it might be, in high, nor described, as one might expect, in middle classes. This 'unreality' in the teaching is not, of course, confined to history, which I have merely taken as an illustration. The vice is universal. In the teaching of mathematics pupils are not taught to weigh or measure, to estimate heights, distances or areas, or to deal in actual current prices. And if I ask a class how far a ship, going in turn five miles due north, due east, and due south, will be from its starting point, boys stare blankly who know all about the four sides of a square. In geography schools situated on hill tops make no use of the advantages of their position—boys draw maps from the blackboards or the wall-map of the scene that is spread at their feet—abstractness appears to be a deliberate aim in the teaching. In science, again, the teaching is mainly of set experiments with specially purchased apparatus, performed and described by teacher and pupils. Notes are dictated, and at home a diagram is drawn showing, not the process or the principles, but the particular bit of apparatus employed. This teaching of science does not deal with universals; it discourages the pupils from applying principles or observing the experiments of nature for themselves. It is thought necessary, for instance, for pupils who live within hearing of a Persian wheel to have a special mechanism set before them costing, I am told, Rs. 3, that they may

learn the lesson that water reaches its own level. Apparatus in schools is indeed both widely abused and ignored. I have just seen a district middle school in which pictures showing the process of glass-making, and another of an English threshing-machine (in section), and a number of 'object-lesson' pictures dealing with natural phenomena, have been in the school, and on the walls, for years, and not one of them has been used in the teaching; and in that same school before an upper primary class I saw a teacher begin a lesson on the cow with two models of a cow and a horse quite unlike the actual animals that could be seen by any pupil any day in the village. And this is typical of what occurs even in Government high schools. Much apparatus in schools weakens the teaching by accustoming teachers and taught to depend on ready-made illustrations, and to avoid observing outdoors for themselves; and much that might strengthen the teaching hangs unused on the walls. The teacher will not vary his syllabus to include it."

59. *Teachers' qualifications.*—The teachers regarding whose qualifications particulars are given in table X are employed in schools for girls and European children as well as the boys' schools with which this chapter specially deals, but the proportions are sufficiently illustrative of all classes of schools to be worth quoting. Out of 4,223 teachers employed in secondary schools, 2,306, or 54 per cent., are trained teachers. The proportion is highest in Government schools (61 per cent.), district board schools (63 per cent.), and municipal schools (57 per cent.). In the aided and unaided schools the proportion is less than half. The total number of graduates employed in all the secondary schools of the province is only 320, which means an average, for high schools, of about three apiece. The supply of qualified teachers, though rising, is not keeping pace with the growing demand for them. Much difficulty has been experienced in recruiting teachers for Government schools owing to the low rates of pay offered and the slowness of promotion, and resignations are not infrequent.

60. *Buildings.*—The total expenditure on buildings was Rs. 9,95,872 in 1911-12, against Rs. 7,27,912 in 1907. This includes expenditure on the buildings of primary as well as secondary schools. Over two lakhs came from private sources, against only Rs. 65,635 in 1907. The expenditure in 1911-12 from provincial revenues, which was incurred largely on secondary schools, much exceeded that of 1907. But building progress was far from rapid during the greater part of the quinquennium, not on account of any diminishing of private enterprise, but because successive retrenchments of the education budget and of the provision for educational buildings in the Public Works Department budget baulked the execution of long-standing schemes and paralysed initiative generally. Thus the provincial expenditure on building grants to aided institutions, which in 1906-07 stood at the high figure of Rs. 2,59,052 (incurred mostly on European schools) fell in 1908-09 to Rs. 19,994, and only slightly recovered in the succeeding year, while the only building schemes carried out during the earlier part of the period in connection with Government institutions controlled by the Education Department were the extension of the Government College chemical laboratory, and the addition of a small laboratory to the Government school at Amritsar. In two successive years the allotment for minor works in all the educational buildings throughout the province fell to the small sum of Rs. 15,000. The improvement in provincial finances which occurred towards the close of the quinquennium, coupled with a large imperial grant for educational buildings, opened up new possibilities of advance. School managers and local bodies were asked to submit building projects, and in 1911-12 a fresh start was made. By way of facilitating progress, standard plans of high school buildings and hostels were issued by the Department in 1910, which school managers have made use of in preparing schemes.

61. *Government high schools.*—These schools, one for each district, were transferred from municipal to provincial management in 1905. They have gained much in popularity and efficiency since the transfer, the number of pupils rising during the quinquennium by about 2,400. The net cost of each school to provincial revenues averages about Rs. 6,000 annually. Endeavour

has been made to improve the staffs and to place the schools under the charge of headmasters of high qualifications, but the low scale of salaries in the Subordinate Educational Service militated against recruitment. The buildings, at the time of the transfer, were almost without exception unsuitable to their purpose, and schemes for large new buildings were prepared. When, after a lapse of some years, money became available, these schemes, which had ceased to suit the conditions and failed, moreover, to conform to modern ideas of school planning, had all to be discarded in favour of others based on the standard plans issued by the Department. The preparation of new plans, acquisition of sites and other preliminaries necessarily occupied much time, but in the last year of the quinquennium work was taken in hand, and a number of improvements are now being made. New high school buildings at Jullundur, Gujrat and Campbellpur are virtually completed; one at Dharmsala is in course of erection; and schemes for buildings at Sialkot, Hoshiarpur, Gurdaspur, Gujranwala and elsewhere are in progress. The new buildings are being located in healthy situations outside the towns, where there is space for hostels and playgrounds. Hostel buildings have been acquired for the schools at Karnal, Rewari, Ambala and Rawalpindi; additions have been made at Amritsar and Muzaffargarh; temporary buildings have been erected at the new Dera Ghazi Khan; and in short an extensive building campaign has been inaugurated.

62. *Aided schools.*—With a view to offering the managing bodies of aided schools more encouragement to improve their staffs and equipment, the rates of grants to these schools were considered and revised at the close of the quinquennium. The rates of attendance grant in the lower classes were raised, and the scale was made more equitable throughout. The rate of staff grant was raised from one-fifth to one-third; contributions to provident funds were allowed to count as expenditure on tuition; and the condition limiting the maximum grant was relaxed. Under the new rules schools will be able to earn considerably higher grants than before, provided that they increase their expenditure; and they will have greater inducement to raise teachers' salaries.

63. *Vernacular middle schools.*—In respect of the supply of candidates for the teaching profession these schools are feeders to the normal schools, and as such are under the fostering care of the district boards. The education imparted is more satisfactory in every way than that given in Anglo-vernacular middle schools, where the pupil acquires a smattering of English at the expense of his other studies. The number of schools increased during the quinquennium from 110 to 118, and that of pupils from 18,081 to 22,232. Higher education which does not comprise English continues to have no attraction for the comparatively well-to-do, and the new schools established by private initiative are invariably Anglo-vernacular; but it is undeniable that vernacular middle schools are a boon to the poorer classes, by placing higher elementary education within their reach at a nominal cost.

64. *Hostels.*—Almost all the secondary schools in the province have hostels of some kind attached to them. The number of hostels of all kinds increased by 21 per cent. during the period, and the number of boarders in the case of secondary schools rose by 3,322 to 12,213. The tendency to establish denominational hostels under the control of religious societies is a noticeable feature. Thus in the Delhi division the Dhusars and Ahirs have hostels at Rewari; the Sikhs have one at Rupar and another at Ambala, where also the Rajputs have opened one. Many of the hostels unfortunately leave much to be desired in accommodation and superintendence, but it is hoped that great improvement will be effected by the special grant from imperial funds which has recently been sanctioned for this purpose. The Multan Inspector says:—"There is distinct improvement in the management of hostels; a higher standard of cleanliness and tidiness is insisted upon. The sanitary arrangements are now better, though latrine accommodation is still insufficient in a number of places. Better and stronger light is used in reading-rooms. But much cannot be expected till the management passes into more competent hands. At present, in too many cases, the overworked teacher takes up the duty on a pittance to eke out his monthly income. The question

of introducing a reform in this direction is now engaging serious attention." With regard to Jullundur, Mr. Wyatt writes :—"It is still a custom to give a boarding-house allowance by way of promotion, and it is not uncommon to find a house full of small rooms in the middle of a town rented and called a boarding-house. Less unsuitable is the rented private bungalow outside the town: it is in the open air and the rooms are bigger, but there is scarcely a boarding-house in the division that properly answers its purpose or in which ventilation, lighting, sanitation, arrangements for bathing and feeding and for quiet supervised study, some or all of these are not seriously defective; and a surprise visit at night to nine boarding-houses in the Jullundur city showed that all but one of them could be entered, searched and left, and no one the wiser, and that it is imprudent to entrust superintendence to younger teachers or gymnastic instructors. The fact that boarders, all the same, usually excel day pupils in work and play, and are commonly said to do better in life afterwards, merely evinces the distractions and often still greater discomforts of home life; it does not justify the present boarding conditions."

Measures were taken during the period to regularise the financing of Government hostels. The principle followed is that Government provides the building, furniture, superintendence and certain necessary servants, while the lighting and the expenses of the kitchen arrangements are found by the boarders. The latter are charged a small fee, usually eight annas to one rupee monthly, for the use of the building. Medical superintendence is provided for Government and board school hostels, but the medical allowances are small, and the duties are not always taken seriously.

65. *Private enterprise.*—Private enterprise is conspicuous in secondary education. In recent years the Arya Samaj and the Sikh community have displayed considerable energy in founding and conducting schools, while the Muhammadan Anjumans and Christian Missions have been less prominent. The Dev Samaj, a small but growing section of the Hindu community, has definite educational ideals, which are followed in its high school at Moga. The Qadian sect of Muhammadans is engaged in the erection of a large high school building and hostel at that place. As illustrative of the activity of the Arya Samaj, the Jullundur Inspector says:—"In Hoshiarpur one boys' high school, one middle school and three girls' schools were maintained by the Arya Samaj in 1907, with 450 pupils in all. Now they have for boys one high school, six middle schools, two primary schools and two Hindi schools; and for girls two middle schools (one at Hariana, the best in the district) and five primary schools, and one school for the depressed classes, with 1,500 pupils altogether." When, as sometimes happens, denominational zeal results in two rival schools of poor quality being started where one would suffice, and bidding against each other for pupils, the cause of sound education inevitably suffers: the multiplication of sectarian institutions is not without its dangers. Individual generosity is often aroused when there is a question of converting a vernacular middle school into an Anglo-vernacular one, and the inspectors record many instances of other private munificence. Thus at Rewari Lala Makhan Lal presented a large piece of ground for a playground, and Rao Chhajju Ram built a pavilion. In the Lahore division subscriptions provided a playground and a block for the boarding-house of the Government High School at Sialkot, for the extension of the Pasrur High School, and for the raising of the statusof the Chawinda school. A house worth Rs. 5,000 was given to the Khalsa school at Sialkot.

66. *Private secondary schools.*—Among the heterogeneous institutions classed as "private" are various secondary schools which, while conforming in the main to the accepted scheme of studies, have failed in some respect to satisfy the conditions of departmental recognition, or are content to remain unrecognised. Recognition, it may be explained, is essential for high schools presenting candidates for the University Matriculation, but middle schools not requiring assistance from public funds do not imperil their existence by dispensing with the departmental hall-mark. Ordinarily two or three unrecognised middle schools are to be found in each division: Multan, for

instance, has two Islamia middle schools in the Lyallpur district, and one in Montgomery, and Rawalpindi has one in the Jhelum district, which is attended by 214 pupils. From Jullundur, however, a remarkable development is reported, no less than seventeen so-called middle schools having been opened in the Hoshiarpur district by various religious societies, prominent among which is the Arya Samaj. The buildings of these schools, the Inspector says, are usually makeshift or even non-existent, the equipment meagre, and the headmaster seldom more than an "Entrance pass." As little is spent on the staff, they are often self-supporting. It may be that such schools will in time grow into something better, but in the meanwhile they have many undesirable features. "They have sprung up," the Inspector says, "often in couples—an Arya and a Khalsa school at Mahalpur, an Islamia and an Arya school at Dasuya, a Sanatan Dharm and an Arya school at Patti, and so on in defiance of actual local needs. As they are almost always badly housed and badly staffed, and beguile boys from local board schools, through prospects of rapid promotion, the private generosity that supports them might have been better directed to improving the existing board school than to injuring its pupils. Such schools establish their numerical position by disregarding inter-school rules, which they then observe in order to claim recognition, and they are said to affect the discipline of board school pupils, who resort to them when they tire of their present teachers." This competition of ill-taught and ill-managed schools, which is bound to affect education unfavourably, is fortunately exceptional as yet in the province.

67. *Medical inspection.*—Attention has been recently directed to the prevalence of physical defects among school pupils. Evidence collected in 1911 by Mr. Western, of the Cambridge Mission, and by Dr. Girdhari Lal Batra, pointed to conditions of health which, though largely traceable to faulty home upbringing, might be within the power of school authorities to improve. The question was discussed at length in the last educational conference, which recommended the appointment of a school medical officer for the province to organise and co-ordinate enquiries. Meanwhile sporadic attempts have been made to collect information which may bring home to parents and others the need of taking reasonable precautions against ill-health, and of arresting in good time tendencies which, if overlooked, may have serious future consequences. The Gurdaspur district board has appointed a medical officer to visit all the board schools and advise and report on the health of the pupils. The Health Officer at Amritsar has instituted a medical examination of school pupils in the town. A large number of pupils in the Lahore schools have been medically tested. Weights and measurements are regularly taken and recorded in many institutions. Definite results can hardly be looked for as yet, but the fact that public opinion is being aroused on this matter is a good augury for the future. Notes on the subject by Rai Sahib Lala Sundar Das Suri and Mr. Wyatt are printed as appendix E.

68. *Lantern lectures.*—A brief mention may be made here of the arrangements in force for assisting schools to provide occasional lantern lectures. A large stock of slides is kept in the Lahore Museum under the charge of the curator, chiefly for the use of schools and inspecting officers, and these slides are in constant circulation. Thus in the season 1911-12 the Jhang school alone borrowed fourteen sets of slides. The stock is annually replenished, and there is reason to believe that the facilities thus offered are much appreciated by schools possessing lanterns. A course of lantern lectures, many of which are delivered by specialists, is arranged for annually in Lahore with a view to the needs of school and college students, and an itinerant lecturer has in recent years made a round of the chief secondary schools during the cold weather.

69. *General remarks.*—While the object of diffusing elementary education is to raise the level of general intelligence in the masses of the people, the majority of whom must be content to remain in the humbler walks of life, that of secondary education is to supply the basis of University study and professional and technical training, and to prepare for the higher forms of employment generally. Throughout the higher stages of education there is a process of selection—the unfit drop out; and education at the top is judged not

by the number who receive it, but by its ability to produce the most efficient workers. Referring to the need for better teachers and better buildings in my report for 1909-10, I said "In education it is quality rather than quantity that matters," a remark which evoked some notice and criticism. This observation is of the nature of a truism, and meant simply that in taking stock of education it is of the first importance to discover whether each kind of school is fulfilling its aim : the counting of heads can come later. Simple as may be the aim of the elementary school, even here failure is possible ; and if it harms the physique of the pupil without quickening his intellectual powers or teaching him what he can assimilate and use in after-life, the multiplication of such schools is no reason for boasting. The same holds good, but in a greater degree, of secondary education, to which only the comparatively few can attain. The statistics given in this chapter show an increase of institutions and pupils which is in itself a matter for congratulation, but only if there is evidence that the secondary schools are accomplishing their purpose—not merely multiplying the unfit, but sending out a larger number of youths who are well equipped for apprenticeship to their respective vocations. It is in this connection, particularly, that the importance of a qualitative as well as a quantitative test of progress needs to be emphasised, and that the nature, rather than the amount, of secondary education in the province deserves serious attention. Weak headmasters, incompetent assistant teachers, and buildings which are a menace to health are far too common, and those who are bent on extending secondary education to the greatest number, regardless of the conditions under which it is given, incur a grave responsibility. The Lahore Inspector instances one school with accommodation for 250 which had about 800 pupils, while in another school a class-room for 18 to 20 boy was made to hold about 50. A public conscience needs to be aroused in matters such as this, for if secondary schools are allowed to go slipshod, little benefit accrues to the country from mere additions to their number.

CHAPTER V.

Primary Education (Boys).

70. *Number of schools and pupils.*—It is satisfactory to record that there has been an increase of 263 schools and 37,934 pupils during the period under review. In the preceding quinquennium, when 894 new schools were opened, the increase in attendance amounted to 40,844 ; in recent years the supply of pupils has gone faster than the provision of schools. There has been a nominal decrease of Government schools, due to the amalgamation of primary departments or transfer of branches ; the chief increase—246—has been in board schools as well as scholars. Aided schools have made little headway, partly owing to the insufficiency of the rates of grant, a defect which has since been remedied, and partly owing to the marked preference shown by the people for board schools. It has been explained in former reports that the comparative slowness of the local bodies in opening new schools during the period has not been due to stinginess, or apathy, or hostility to education, but to a very simple cause—the want of funds. Their resources are not elastic, they are not empowered to levy school rates, and they received no new grants either from imperial or provincial funds. Considering that in addition they had to find money for raising teachers' salaries and establishing provident funds, an average increase of some fifty schools annually may be considered a creditable achievement. With the aid of the new subsidies paid or promised by the Government of India a period of fresh activity in opening schools is now being inaugurated.

The increase in the number of schools has been greatest in the Multan division, especially in Lyallpur, and least in the Rawalpindi division, where funds were scanty. In the Lahore district there was a decrease of schools, due largely to the closing of institutions which were ill-attended or unsuitably situated.

71. *Expenditure.*—The total "direct" expenditure on primary education rose by Rs. 2,36,943 to Rs. 8,76,375. The bulk of the increase, Rs. 1,89,481,

was contributed by district funds. Municipal funds defrayed only 6 per cent. of the total expenditure, and fees over 11 per cent. The average annual cost of educating a pupil in a district board primary school increased by 9 annas to Rs. 5-12-0 ; in municipal schools it exceeds Rs. 8.

72. *Fees.*—Elementary education in the rural districts of the province is largely free. The children of agriculturists and village *kamins* pay no fees, and ten per cent. of the pupils can also be exempted from fees on the ground of poverty. The rate of fee in board schools ranges from one anna to five annas monthly, according to the class : in some of the aided schools no fees are charged, but presents are given to the teacher by the parents. In the village schools maintained by the district boards the average number of pupils is approximately 51, and the fee receipts average Rs. 2 monthly ; supposing, therefore, that two-thirds of the children are free pupils, the average incidence of fee in the case of the remaining 17 is less than two annas monthly, which can hardly be regarded as a heavy impost for comparatively well-to-do parents. No evidence is forthcoming that the levy of fees on this scale has had any effect in checking school attendance : on the contrary, the classes exempted from payment are the least ready to send their children to school. And even if agriculturists were not exempted, the levy of a small school fee would be of no account as compared with the tax which advocates of compulsory education would impose, in the form of depriving them of their children's assistance in the fields.

By way of obtaining some illustrative statistical evidence of what the fee-payments in village schools actually amount to, the Inspectors were asked to send in figures relating to six typical village primary schools in each division, showing the number of fee-payers and free pupils and the average monthly realisations from fees. The statements thus compiled exhibit curious variations. One school, situated in the Dera Ghazi Khan district, contains 82 pupils, none of whom pay fees. Another, in the Jhelum district, has 90 pupils, of whom all but two are exempt. At the other extreme is a school in Sialkot, where 69 out of 87 pupils are fee-payers. In 22 out of the 30 schools cited the majority of the pupils pay no fees, and in 11 of them, numbering 582 pupils, only 43 are fee-payers, an average of 4 per school. Of the total number of pupils in these schools about two-fifths pay fees. The figures indicate that there are many localities in the Punjab where the payment of school-fees is exceptional, and that the importance of the question, so far as this province is concerned, has been greatly exaggerated. The small payment made by some of the non-agriculturist parents merely represents a cess or rate such as is already paid by the agriculturists in another form, and is commonly levied in western countries from all classes of the community.

73. *Prospects of expansion.*—In anticipation of large subsidies being again granted from imperial funds, a fully worked-out five-year scheme for the expansion of elementary education, based on estimates from the various districts, was submitted to the Government of India in the last year of the quinquennium. The scheme provided for an increase in the number of schools by 87 per cent., with proportionate additions to the training institutions and the inspecting staff. The estimates sent in from the districts were, as might be expected, coloured by the prepossessions of the authorities concerned, for it is impossible to gauge the demand for schools and forecast the expansion of education with any accuracy. That there is a considerable and growing demand in certain localities may be conceded, but experience has shown that it is often fitful and inconstant. And when the opening of a school means not, as in western countries, the provision of school accommodation and appliances and the employment of a qualified teacher, but amounts to little more than sending a raw youth to the village on less than the wages of a cooly, the parents are apt, not unnaturally, to become disgusted and withdraw their children, with the result that the school is ignominiously closed and more harm than good is done to the progress of education. The opening of schools in a hurry in order to spend a Government grant is liable, therefore, to defeat the object of such expenditure, as was illustrated on the occasion of the last subsidy from imperial

funds. Steps have been taken during the quinquennium to guard against the mistakes then made being repeated, and to strengthen the foundation of the educational system.

74. *Preparatory measures.*—The new system under which grants for primary schools are allotted has been described under "Controlling Agencies" (chapter II). It is based upon adequate salaries being paid to teachers, and guarantees that all new expenditure on this object shall be proportionately defrayed by Government. All the district boards in the province have in consequence raised their minima to Rs. 15 for a head teacher and Rs. 12 for an assistant, which replace the old rates of Rs. 10 and even less. These, it should be understood, are minimum rates, and do not in all cases cover the actual payments: in Montgomery district, for instance, the starting pay of a head teacher is Rs. 18. And the boards have been asked to revise the scale of pay and the number of posts in the higher grades, so as to offer reasonable chances of promotion. Postal allowances of Rs. 2 to Rs. 8 per mensem supplement the teachers' pay in some instances. Secondly, provident funds to which teachers contribute have been established in all districts, so that some provision for retirement is ensured. Thirdly, with a view to increasing the supply of trained teachers, a number of small training classes for teachers of elementary schools have been opened in connection with vernacular middle schools, the stipends of students under training have been raised, the curriculum of the training schools has been recast so as to make it simpler and more practical, and schemes are being prepared for starting additional normal schools. These measures have already had an effect on the output from the existing normal schools, which has risen from 201 in 1907 to 343 in 1912. Fourthly, a part of the imperial grant for school buildings has been set aside for village schools, and a grant of Rs. 500 for each new school-house has been offered, on the understanding that this will be augmented, where necessary, from local resources. In this connection a specimen plan of a cheap and simple village school building has been issued as a suggestion to the local authorities. And finally, the district boards have been asked to draw up programmes of future extension, in co-operation with the Education Department, in order that the placing of schools may not in future be a haphazard distribution.

75. *Attitude of agriculturists.*—It lies with the agriculturist to make or mar the future of popular education in the Punjab. Progress will be slow if he stands aloof. Owing to a stricter definition of the term "agriculturist" having been introduced, the extent to which the school attendance of pupils of this class has increased cannot be exactly computed, and the total increase reported—6,690—may be taken as a low estimate. Generally speaking, about half the pupils in village schools belong to the cultivating classes. The aversion of the agriculturist to schools, where it exists, is chiefly due to his needing his children for field work; and apart from the fact that he cannot spare their services, he thinks, not without reason, that school tends to unfit them for agriculture. Attempts have been made in past years to cater for the agriculturists by the institution of half-time "zamindari" schools of a very simple kind, and later by introducing a special curriculum for rural schools. At the beginning of the quinquennium the zamindari schools which survived were being merged into the new "rural" schools, and the latter were competing with the so-called "town" schools of the old type. The contest was unequal as long as the rural school was understood to be a *cul de sac*, while the town school led upward to the middle school and thus to possibilities of Government service. Hence it became necessary, in 1908, to link the rural school, like its rival, with the middle school, and since that date the rural school curriculum has been achieving greater popularity. Whether the agriculturist is really attracted by a difference of curriculum virtually amounting to the omission of Persian and the inclusion of "rural" subjects which are badly taught and of little practical benefit may certainly be doubted; but it is undeniable that he has a strong objection to schemes of education which deprive villagers' sons of the chances of town pupils. The situation is thus characterised by the Jullundur Inspector:—"To the few agriculturists who wish their children to go out into the world, and therefore to proceed to a secondary education,

the primary school is popular where it leads on to the middle course and unpopular where its curriculum is distinctively rural; but to the ordinary village agriculturist whose boy attends school for no reason in particular, or because he is asked to by the local lambardar, the school is equally complained of for unfitting its pupils for field life afterwards, and the rural school curriculum is merely a delusion and a snare. The conservative agriculturist is naturally averse to a schooling that seems to him to benefit the pupil only if he deserts his father's occupation." A more hopeful account of the agriculturist's attitude towards education is given by Khan Bahadur Maulvi Umr-ud-din, the Rawalpindi Inspector, who says:—"Owing to the great rise in the price of grains the agriculturist is generally better off now, and his attitude towards education is becoming more and more favourable. In recent years applications were received in almost all the districts from agriculturists to open new schools in their villages, and in several cases they offered to provide school-houses also. In the Sargodha colony of the Shahpur district the "abadkars" subscribed for the erection of five village school buildings. In the Rawalpindi district applications were made to the Deputy Commissioner to convert some rural primary schools into town primary schools, showing that the agriculturists preferred a better type of primary school for the education of their children. The agriculturists in most of the districts of this division prefer service in the military department, and their number in the British army is large. The retired military native officers and sepoys naturally wish their sons to join the military department, where knowledge, even up to the primary standard, is of great use to improve their future prospects."

The Delhi Inspector speaks of the poverty and indifference of the agriculturist classes in the Karnal, Delhi and Gurgaon districts as obstacles to the spread of education; but in other divisions, and especially in the new canal colonies, there are many signs of quickening interest.

76. *Nature of the teaching.*—At the close of the period under review a simplified course of study suitable for all village schools was prepared, on the lines of the rural school curriculum. The general adoption of this course will dispense with the necessity of retaining a separate class of "town" schools as distinct from the Anglo-vernacular departments and branches of secondary schools. The weakest features of the teaching in village schools have been, as before, the modern innovations, book-keeping, land records, practical mensuration, and object lessons, especially the last-named. The Delhi Inspector says:—"A few schools have small gardens containing plants included in the syllabus, but attempts are seldom made to demonstrate the lessons by means of fresh plants and living animals. Half the lessons selected for each class are on the objects peculiar to the locality, so that the teachers may have no difficulty in collecting materials to illustrate them, but this principle is not well understood. For instance, the lessons on plants, flowers, and fruits, are not always taught during their season, and the order of the list is slavishly followed." The Jullundur Inspector says:—"I notice the same grotesque object lessons, the same unreal teaching of arithmetic, the same formal map-drawing and map-pointing in geography, the same sing-song recitation, and the same indifference to practice in speech that marked the teaching four years ago." Mensuration is sometimes well taught where an itinerant girdawar is employed. The Rawalpindi Inspector discerns an improvement in the teaching generally, but the common impression seems to be that progress is held back by the incompetence of a large number of teachers, although there are, of course, bright exceptions.

A note on the teaching of subjects specially suited to agriculturists' children is appended to this report (appendix D).

77. *Supply of teachers.*—The increase in the number of trained teachers has not hitherto kept pace with the increase of schools. Table X, which gives the number and qualifications of the teachers employed in schools of all kinds in the province, illustrates the position generally. Out of 6,498 teachers employed in primary schools, including schools for girls, only 2,730, or 42 per cent., have undergone training. The proportion is 55 per cent. in district board schools, 23 per cent. in municipal schools, and only a small fraction in aided and unaided

schools. Much of the work in the training schools has been frustrated in the past by the leakage of trained teachers into other callings, many, for instance, becoming patwaris. The surest way of retaining the trained teacher is to make his profession more attractive, and this has been done by increasing teachers' pay and establishing provident funds. A minor concession granted to low-paid teachers has been the exemption of their children from the payment of fees in vernacular schools. It is satisfactory to note, as the outcome of these measures, that for the first time in the history of the normal schools there has been competition for places, and a large accession to the ranks of the trained teachers cannot fail to result. The average number of pupils per teacher is between thirty and forty.

78. *Buildings.*—Although the provision of school accommodation has been greatly hindered by want of funds, appreciable advance is recorded. Thus in the Lahore division 73 new buildings were erected, and 62 in Rawalpindi, while in Multan the boards built 93 schools at a cost of Rs. 2,07,000, and 58 were provided by local residents at a cost of Rs. 17,400. In Jullundur little or no improvement was noticeable. In Delhi a number of school-houses were erected in every district. But in the Karnal, Gurgaon and Rohtak districts "many school-houses were so badly built that they fell down soon after their completion." The same phenomenon occurred in other divisions; and the entrustment of repairs, if not the erection of buildings, to school committees, an experiment which has been tried with success in Ambala, would probably be an improvement on the present system. Of aided and unaided elementary schools the Lahore Inspector says:—"With few exceptions the accommodation is either inadequate, uncomfortable, or insanitary; and sometimes is all three." It is to be feared that a long time will elapse before school accommodation in the province can be placed on a satisfactory footing, and endeavour should be made in the meantime to enlist, as far as possible, the co-operation of the people in the erection of simple buildings for village schools.

79. *Aided elementary schools.*—The increase of 17 in the number of such schools and of 5,945 in the attendance is relatively small. The Rawalpindi Inspector says:—"The old indigenous school for which grant-in-aid rules were intended is almost extinct, but they have brought into existence a new kind of school—an inferior type of board school—imparting instruction generally in the 3 Rs. A large number of these schools have been opened by upper primary passes or middle-passed or failed men in places where there were no board schools, and where the people wanted to start a school. Among them there are, of course, some schools which were at first held in mosques and dharmsalas, the teachers of which agreed to observe the grant-in-aid rules of the Department." The Multan Inspector doubts whether the weaker of these schools will manage to survive. But it is obviously desirable, both on economical and other grounds, to foster the growth of aided schools as a useful adjunct to the board school system, especially when they are organised and managed by responsible agencies, such as religious bodies; and hence a substantial increase in the rate of grants to aided elementary schools, which will ensure the teachers at least a livelihood, was sanctioned at the close of the quinquennium.

80. *Other private schools.*—Maktabs and other schools which do not follow the recognised courses of study appear to have declined in number and attendance, but the figures, which are collected by patwaris, are unreliable. The Lahore Inspector instances an alleged decrease of institutions from 86 to 4 in a single district. Mahajani schools show a large increase in the Rawalpindi division. The Multan Inspector mentions the establishment of a new branch of the Hardwar Gurukul near Multan, with 64 pupils. Schools teaching religious books by rote, especially Quran schools, form the most numerous class. Such schools are frequently preparatory to general education.

81. *Gurmukhi schools.*—The Punjabi language is an optional vernacular in rural schools, where it shows little sign as yet of replacing Urdu, the court language. The number of Gurmukhi-teaching schools for boys, however, increased from 32 to 102, and the attendance from 917 to 4,067. The increase chiefly took place in the Multan division.

82. *Stages of instruction.*—The majority of pupils join school between the ages of 6 and 9, the highest class in a primary school being reached at the age of 11 and upwards. The number of boys in the lower primary departments of schools is 191,608, and in the upper primary 47,015. There are virtually four classes in the former and two in the latter, so that, allowing for accidents, we might expect at least 75,000 pupils in the two higher classes, if it were the practice to complete the primary school course; and even allowing for the large access of new pupils during the past few years, who would presumably enter at the lowest stage, the inference is that a large number of school pupils do not at present get beyond the lower primary stage, and therefore receive only a smattering of education. The proportion, however, of upper primary pupils is higher than it was in 1906-07, and gradual improvement may be anticipated. About half the scholars who finish the course in vernacular primary schools continue their study in secondary schools.

CHAPTER VI.

Training Institutions.

83. *Number and kind.*—The chief institutions in the province for training teachers for boys' schools are, as before, the Central Training College, Lahore, which trains teachers for secondary schools, and the five Normal schools situated at the centres of divisions, which train teachers for primary schools. To these have been added during the quinquennium various training classes attached to vernacular middle schools, for training teachers who have completed the primary school course and are sufficiently qualified to be employed as assistants in primary schools. Women teachers are trained in the Kinnaird High School for girls and other secondary schools, as well as in the Normal School for Women, Lahore. St. Bede's College, Simla, trains women teachers for European girls' schools, and men teachers are trained in a Government institution at Sanawar which was opened in April 1907.

84. *Central Training College.*—The quinquennium was marked by changes which hardly fell short of a reorganisation of the college. The clerical and commercial side was abolished, owing to a dearth of candidates and the impossibility of giving a sufficiently practical training in the college to teachers of commercial subjects. Better terms were offered to teachers from Government or board schools to induce them to join the college, by permitting them to receive the whole of their pay in the case of salaries not exceeding Rs. 40 per mensem, and three-quarters of their pay in the case of higher salaries. The conditions of admission and the terms of tenure of stipends were changed throughout, in order to obtain a better class of students and to adapt the course of study to the requirements of each class. It had been found that candidates for the junior certificate needed more than a year's training, and that the two years' course fixed for the Bachelor of Teaching degree was a deterrent to graduates. Under the new rules candidates who have merely passed the Matriculation examination are required to study for two years, and graduates are given a special one-year course without studying, as was the case formerly, for a previous year side by side with candidates for the senior certificate. The result of the changes has been most encouraging. The Principal says, referring to the past year:—"The number of candidates for admission to the Junior Anglo-vernacular class was so large that about a hundred had to be refused admission: and the number of graduates borne on the rolls this year was the largest on record. If we compare the attendance during the year under report with that of 1906-07, we find that the numbers have risen from 171 to 229, an increase of 34 per cent. This, however, does not state the whole case. Five years ago, although practically every applicant was awarded a stipend, many stipends were unallotted, and there were thirty vacant places in the boarding-house: this year over a hundred applicants were refused admission, every stipend at the disposal of the Principal was awarded, and 28 students were, for want of accommodation in the boarding-house, compelled to live in the city. If the attendance during 1911-12 be compared with that of the

previous year, we find that the numbers in the B. T. class have risen from 4 to 34, while those of the Senior Anglo-vernacular class have fallen from 43 to 26. Thus taking the two classes together, the attendance has risen from 47 to 60, and the number of graduates in the two classes from 21 to 34. In the Junior Anglo-vernacular class preference is given to men who have passed the Entrance examination in the first division, and such men are required to undergo a course of training extending over two years. I believe this change will have a most beneficial effect on the teaching given in our Anglo-vernacular schools. Many a bright student is hampered throughout his career by his imperfect knowledge of English, and that imperfect knowledge must too often be attributed not to his own lack of ability and industry, but to an imperfect foundation laid during the early years of his instruction in that language. I have no hesitation in saying that the student who passes the Entrance examination in the first division generally possesses a much better knowledge of English than the man who scrapes through the Entrance examination, studies for two years in an arts college, and then fails in the Intermediate or passes that examination in the third division. Hitherto our Junior Anglo-vernaculars have in too many cases consisted of men of the latter qualification. I believe that in future we shall be able to secure the services of men of the former type, and I welcome the change as one which will make the instruction in English given in the primary and lower middle classes more efficient, and which will thus give our pupils a better start in life. The effect of the other change has yet to be estimated. But there is no doubt that the reduction of the period of training for graduates from two years to one has induced a number of young men of the right type to take up educational work and to undergo a course of training; and I regard the men of this year's B. T. class as one of the best sets of students that I have had the privilege of instructing since I came to India twenty years ago. Two facts regarding the qualifications of this class stand out—it contained the greatest number of graduates ever under instruction at one time in this college, and for the first time in the history of the institution it included two ladies who, as will be seen from the prize list, more than held their own throughout the year in the house examinations."

The training of the students was in general accordance with the principles of which an account has been given in former reports. There are daily lessons in the science of education and the art of teaching: specimen lessons weekly by the masters of the practising school: practice in teaching and managing classes for two or three weeks during the session: and daily criticism lessons. "In order to give as much practical training as possible to the B. T. class," the Principal says, "this class was divided into two sections for the conduct of criticism lessons. One section was in charge of the Principal, and the other of the Vice-Principal. Every student of this class gave three criticism lessons and a few as many as four. Besides this, each student specialised in science, history, geography, mathematics or English literature by writing out full teaching notes of twelve connected lessons in his special subject." A hindrance to the work of the Training College is that one practising school—the Central Model School, with 938 pupils—has to suffice not only for the four sections of the college, but for the Normal School as well; and there is consequent difficulty in arranging for adequate practical training. A scheme is under consideration for removing the Normal School elsewhere, which would relieve the pressure. During the past five years the college sent up 884 candidates for various examinations, of whom no less than 805, or over 91 per cent., were successful. This is an excellent record. Many improvements have been introduced into the courses of study during the period. Among structural additions may be noted the erection of a workshop for manual training, in connection with which application has been made for the engagement of a skilled European instructor, with the object of organising classes in educational handwork on modern methods. Playing-fields for the students are still an urgent need.

85. *Normal schools for men.*—At the beginning of the quinquennium there was theoretically a two years' course of training for students in Normal schools. Admission to these schools is restricted to school pupils who have passed

the Vernacular Middle School examination, but even for such students a further period of two years' study can hardly be considered excessive as a preparation for teaching work, if regard is had to European standards in corresponding cases. The practice, however, in the past fell short of the theory, owing to the demand for teachers, and what actually happened was that a large proportion of the students were allowed to leave after one year of training, although a course of study was prescribed which could not be covered in a year: the weaker students being kept back and given another chance of grappling with difficulties which they had failed to surmount. The system lent itself to superficiality, and reform was clearly needed. After careful enquiry, therefore, measures were taken to recast the whole scheme of study, with the intention of making it as simple and practical as possible. The new course was planned for a year's work; algebra and geometry were omitted; Hindi and Punjabi were made alternative with Persian; the teaching of educational theory was reduced and the courses of reading shortened; and the separate examinations for junior certificates in drawing and drill were abolished, candidates being merely required to qualify in simple drawing exercises for the purpose of blackboard illustration, and to have a knowledge of drill as taught in primary schools. Much cannot be done in a single session, and it is of the first importance that what is learnt should be assimilated. It is hoped that under the new system the training will be less artificial than it was formerly, and that the future teachers will have a better chance of learning what they can apply in practice.

Owing to the abolition of zamindari schools, the class preparing teachers for these schools was abolished and the stipends were redistributed. The rate of stipend in the Normal schools was raised in 1911-12 from Rs. 7 to Rs. 8 per mensem. The improvement in the pay and prospects of teachers of primary schools has had a marked effect in attracting candidates, and selection is now for the first time possible. In Multan, the Inspector says, large numbers had to be refused admission. The students under training in the five Normal schools in 1911-12 numbered 415 and the passes 343 against 401 and 201, respectively, in 1906-07. The Jullundur headmaster reports that the type of student now recruited is "a grown-up young man with some experience of teaching against the raw youth who was a mere 'middle pass' five years ago"; other headmasters, however, think that the type has in certain respects deteriorated, knowledge of the vernacular being especially weak, and the Rawalpindi headmaster says that students of vernacular middle schools would rather be patwaris, muharrirs or constables than teachers.

The training is made as practical as possible by regular work being given in the "model" or practising school attached. Thus at Rawalpindi the practising school "was run entirely by the pupil teachers for nine continuous weeks, each student working for five days." In Multan every student taught in the model school for about three weeks on an average; and similarly elsewhere. With regard to the work generally, the Multan Inspector says:—"If the results achieved are not always commensurate with the efforts put forth, one reason, on the surface, is the weak grounding of the men before they enter the training school; but their transformation in it is fairly complete. Judged from their work in schools, the trained teachers, particularly if they receive proper encouragement, succeed better than men who have received no training. It is no doubt true that both in the Normal school and the Model school the students work in some respects under artificial conditions, but the correction is applied as far as possible, the student is thrown on his own resources, and constantly urged to exercise independent thought in the application of principles and methods to the particular case he has in hand."

The Normal school course includes some agricultural instruction of a very simple kind, consisting of lessons on the cultivation and growth of plants, which are practically illustrated from small plots of land near the schools worked by the students. The object of this feature of the training is to give reality to the teaching of object lessons and to interest the students in starting school gardens: there is no idea of converting them into agricultural experts capable of advising the local cultivators, as has been sometimes assumed. The outdoor work in connection with the agricultural instruction is regularly

organised and arouses much interest, but unfortunately in Jullundur and Delhi difficulty has been experienced in obtaining suitable land for the purpose.

The Normal schools, except the Lahore school, are controlled by the divisional inspectors, and inspected by the Principal of the Training College. The practising schools attached to them are popular and well-attended. An extract from the report of the headmaster of the Lahore Normal School is printed as an appendix to this report, by way of illustrating the inner working of these institutions (appendix F).

86. *Training classes for men.*—These classes, which are an innovation in the Punjab, are intended to improve the qualifications of the large body of untrained assistant teachers in village schools who have passed the upper primary examination and are employed in teaching lower primary classes. They are conducted in connection with vernacular middle schools, and aid is granted from provincial funds. The session lasts for six months. The first such class was opened at Kalanaur, in the Gurdaspur district, in January 1909; a simple course of study was drawn up and followed, and at the close of the training 13 out of 16 candidates were awarded certificates. A number of other districts subsequently followed suit. The training, which is of an elementary kind, is not, of course, a substitute for that obtained in Normal schools, but as a temporary measure it has been extremely useful.

87. *Training of women teachers.*—The great hindrance to the education of girls in the Punjab continues to be the want of teachers. The Normal School for Women at Lahore, which was opened in 1905, has not hitherto done much to remedy this defect. In 1908 suitable quarters were obtained for it adjoining the Victoria School for girls in the city, and the buildings were renovated by the Public Works Department. The course of study was revised, more time being allotted to the practice of teaching, and the use of the Victoria School was secured for practising purposes. Previously to 1907 the number of students had been swollen by the admission of women who were practically uneducated and who joined for the sake of the stipend. As it did not appear that students of this type could become efficient teachers, only those who had received a modicum of education were afterwards admitted, with the result that the number since has stood at about 20. Experience seems to show that there is no likelihood of would-be women teachers attending a central school at a distance from their homes in large numbers, so that reliance will probably have to be placed for years to come on local training classes. Thirteen candidates from the Normal School were sent up in 1912 for the teachers' certificate examinations, of whom ten passed, five heading the list in the senior examination. Nineteen candidates from training classes in secondary schools for girls were also successful in the examinations for certificates. This is an appreciable advance on the examination results five years ago, when only twelve candidates passed altogether, but so small an output of trained teachers is still very far from meeting requirements. A scheme is now under consideration for the appointment of local assistant inspectresses, each in charge of a training class attached to a secondary school, in order that it may be seen whether local recruitment cannot be stimulated.

88. *Training institutions for European teachers.*—A training class for men teachers in European schools was opened at Sanawar in April 1907. This institution, which is under the control of the Punjab Government, is partly financed from imperial funds and is open to students from all parts of India. Fifteen students were in residence in 1912, of whom four belonged to the Punjab. The class has made excellent progress under Mr. Sanderson, the present master, and the training has proved to be most valuable. St. Bede's College, Simla, for women teachers, had 30 students on the rolls in 1912, against 24 in 1907. The former syllabus in St. Bede's, which was a compromise between a course for teaching and one for a University degree, was replaced by a more practical one during the quinquennium. Seventeen students obtained certificates in 1911, and 80 women teachers trained at St. Bede's are said to be now employed in different parts of India. A second institution for women teachers, started in connection with Auckland House School at Simla, was closed in 1911.

CHAPTER VII.

Professional, Technical and Special Education.

89. *Summary.*—The professional colleges in existence during the quinquennium preceding the period under review were the Medical, Law and Veterinary Colleges at Lahore, in addition to the Training College for teachers, which has been noticed in Chapter VI. To these has been added in 1909 the Agricultural College, Lyallpur, while the Government Engineering School has been moved to Rasul and provided with a staff of higher engineering qualifications, which may entitle it to rank in future as a college. In industrial education the Mayo School of Industrial Art, Lahore, a school of arts and crafts, leads the way; and below it are a number of board and aided schools in which industrial training—usually carpentry or metalwork—forms part of the curriculum. Chief among the latter is the Railway Technical School, Lahore, the only institution of the kind which is directly maintained and controlled by Government: similar schools are maintained by the municipal committees of Amritsar and Delhi, and by various district boards. Industries are also taught in orphanages and elementary schools, and sewing and other forms of house-craft in schools for girls. Instruction in mechanical engineering is represented only by the Victoria Diamond Jubilee Hindu Technical Institute, Lahore, an institution supported by subscriptions and a small grant, which cannot be said to have reached a high stage of development as yet. Commercial training, *i.e.* instruction in shorthand, book-keeping, typewriting, etc., is given in the Clerical and Commercial School, Amritsar, and a few classes attached to the Government high schools; the continuation classes conducted by the Young Men's Christian Association and the Young Women's Christian Association at Lahore also impart instruction mainly of this nature. Among other special institutions may be mentioned the North India Medical School for Women, Ludhiana, and the classes at Lahore and Delhi for teaching the Vedic and Yunani systems of medicine.

It will be seen from the foregoing that a general conspectus of the various types of training which are the subject of this chapter cannot be attempted: each requires separate treatment.

Professional Institutions.

90. The professional colleges to which reference has been made are controlled and financed by other Government departments, or, in the case of the Law College, by the University: they only come within the purview of the Education Department in respect of the statistics supplied for this report, and a detailed account of the development of each institution during the quinquennium would be out of place. Only the main features, therefore, will be noticed.

91. *Law College.*—This college, which is one of the two teaching institutions maintained by the University, was reorganised during the period, a whole-time staff being appointed consisting of a principal and two lecturers. The expenditure rose from Rs. 11,345 to Rs. 24,585, most of which was covered by fees; and the number of students in the English classes from 159 to 207. The vernacular classes were abolished in 1909. The examination results have greatly improved. A hostel for the students was started in 1909.

92. *Medical College and School.*—The number of students in the college decreased from 243 to 156, chiefly owing to the transfer of preliminary science teaching to the arts colleges. In the school, however, the number increased from 241 to 322, which the Principal attributes to the improvement in the pay and status of Sub-Assistant Surgeons. There were no important additions to the buildings, but the discontinuance of the preliminary science classes and the transfer of the Chemical Examiner's office gave the college extra accommodation. The examination results in 1911-12 were excellent, 90 out of 106 college students being successful in professional examinations; this is said to be largely due to the institution of test examinations. During the quinquennium the staff was increased by the addition of three professors, three

assistant professors and a demonstrator. The expenditure rose in consequence of this and other improvements by Rs. 23,032 in the college and Rs. 5,575 in the school. Provincial funds contributed Rs. 1,01,405, and fees Rs. 12,090, of the total direct expenditure on the college.

The Principal writes:—"So long as the Medical College and Medical School continue to be associated in Lahore, admissions to one or both institutions must be restricted each year, for one city cannot provide enough anatomical material for dissection purposes for both institutions, nor can one hospital provide enough clinical material for the two classes of students. The only remedy is to remove the Medical School to another city, where a separate hospital can be secured, and an independent supply of anatomical material can be arranged for."

93. In the same connection may be mentioned the *North India School of Medicine for Women, Ludhiana*, which has a strong staff of lady doctors, and numbers 38 medical students from different parts of India, in addition to others in training as compounders, nurses and *dais*. The medical students take a four years' course, which it is intended to prolong to five years, for the diploma of Sub-Assistant Surgeon. This institution, which is mainly supported from subscriptions and donations, is steadily developing. In 1911 a maintenance grant of Rs. 6,000 per annum was sanctioned by Government towards the salaries of the teaching staff, and a grant of Rs. 50,000 was made for buildings.

94. *The Yunani system of medicine* is taught in a class at the Islamia College, Lahore, which is subsidised by the University; and in the Madrassa-i-Tibbiya, Delhi, which has 130 students against 71 five years ago. Modern surgery and the names and properties of common English medicines are said to be taught in the latter institution. *Vedic medicine* is taught in a class attached to the Dayanand Anglo-Vedic College, Lahore. The number of students rose from 11 to 44.

95. *Veterinary College.*—The number of students fell from 262 to 198. This is not considered to be a disadvantage, the overgrowth of the classes in the past having been a hindrance to efficient teaching. The demand, however, for men who have been trained in the college continues to be far in excess of the supply. The examination results are better than they were before, but the Principal thinks the standard still too low. During the five years ending in 1911, 325 students received diplomas. The status and pay of the Indian staff were improved during the period. The expenditure, exclusive of stipends, &c., amounted to Rs. 73,404, of which Rs. 35,714 were spent from provincial revenues and Rs. 7,621 from fees.

96. *Agricultural College, Lyallpur.*—This college was opened in September 1909, and had 50 students in 1912. In respect of buildings it is the best equipped college in the province, and large grounds have been laid out. The courses consist of lectures and practical work in agriculture, chemistry, physics, botany, mathematics, entomology, land surveying, land revenue, agricultural engineering, and veterinary science. In the diploma examination held in 1912 ten students appeared, of whom eight were successful. The Imperial Bacteriologist lectured on bacteriology during his visit in 1912, and a party of students spent a fortnight at the military dairy at Ambala. Five newly joined Assistant Commissioners were deputed in 1912 to the college for a month's training in agriculture. The direct expenditure on the college was Rs. 54,707, of which Rs. 48,117 came from provincial funds.

Regarding the importance of agricultural engineering, the Principal writes:—"It is impossible to emphasise too much the importance of this subject in connection with Punjab agriculture. The experience of the Agricultural Department during the past six years has shown that there is a wide field of improvement open in the mechanical side of agriculture in the province. Improved methods of cultivation offer the first and most easily attained improvement in crop outturns, while mechanical reaping and threshing machinery are becoming economically possible on account of the steady upward

trend of labour prices. The practical and technical value of this course for agricultural students in this province is obvious, and its educational value ranks no less. The backwardness of India in mechanics renders it imperative for us to give prominence to the subject of agricultural engineering in an agricultural college course which is to play an important part in the improvement of Indian agriculture. None of the existing staff of the college are qualified to teach this subject. In order to give agricultural engineering the attention which it deserves and demands, we shall require the services of a specialist and a fully-equipped section. Partial provision has already been made by the formation of an excellently fitted experimental workshop attached to the college."

97. *Government School of Engineering, Rasul.*—This school, which was taken over by Government in 1906 from the University, was in an unsatisfactory condition at the opening of the quinquennium. The classes were accommodated in the Mayo School of Art, where space could ill be spared; no limit had been set to admissions, and overcrowding had resulted; the training was superficial and unpractical; and the school was not in touch with the Public Works Department. Measures necessary for placing it on a better footing were considered by a committee which included representatives of the Public Works Department, with the result that it was decided to recommend to Government the removal of the school from Lahore, and the appointment of a staff of higher engineering qualifications. At the same time the number of annual admissions was restricted to 50, and an entrance test was instituted. The committee thought that stress should be laid, as at Rurki, on the practical training of the students, rather than on their success in an University examination, if appointments in the Public Works Department were to be given them. Subsequently a scheme was sanctioned for a new engineering school at Rasul, which should be under the charge of an Assistant Engineer; a staff of good qualifications was appointed, and the school moved into its new quarters in 1912. This change may be ranked as an important development in the history of technical and engineering education in the province.

Pandit Chiranji Lal, who has been in charge of the school throughout the quinquennium as headmaster, deserves credit for success under somewhat difficult conditions. The University examination results in 1911 were the best on record, 47 out of 56 students passing.

98. *Dayanand Anglo-Vedic College Engineering Classes.*—These classes show an annual decrease of students, but the number in 1911, 94, was probably large enough for efficient teaching. The decrease is attributed to difficulty in securing employment and to the raising of the University standard.

99. *Victoria Diamond Jubilee Hindu Technical Institute, Lahore.*—This institution, which was started with the object of attracting Hindus, especially those of the higher castes, to take up industrial employment, is managed by a board of governors, and derives its income from grants, subscriptions, interest on a small endowment, and sale of workshop outturn. There are two departments, senior and junior; the former trains students for mechanical engineering, and the latter for engine-driving. Special instruction is also given in carpentry, fitting, etc. At the close of the year there were 50 students, of whom 28 were in the senior and 21 in the junior class. A number of students obtained certificates under the Boiler Act, and the report contains a list of ex-students who are employed as engineers and drivers on salaries from Rs. 30 upwards. The total expenditure was Rs. 12,599, about one-third of which was met from grants. A foundry was added during the quinquennium. The efficiency of the institution is greatly hampered by want of funds, and the practical value of the training given under the present conditions has been questioned by experts.

Industrial Training.

100. *Mayo School of Industrial Art, Lahore.*—The school contains four departments—one for elementary training in industrial work and drawing, a second for advanced industrial training, and the others for training draftsmen

and teachers. The number of students was 230 in 1912, against 301 five years ago. Mr. Percy Brown was succeeded as Principal by Sardar Bahadur Bhai Ram Singh in 1909. Much difficulty was at first experienced in obtaining a new Vice-Principal; eventually Mr. Heath, who has had large experience of English methods of training in arts and crafts, was appointed in 1911. The staff was further strengthened by the addition of two Assistant Principals in the Provincial Educational Service, M. Sher Muhammad and M. Feroz-ud-din, the latter of whom had studied in the Battersea Polytechnic. The courses of study have been recently revised, and new departures have been tried. The scheme for new workshops, which had long been in abeyance for want of funds, was at last taken in hand at the close of the period, and it is proposed shortly to engage a number of experts and to provide the school with equipment for the teaching of such crafts as cotton-printing, enamelling and pottery on the best lines, so that it may be of practical assistance to existing industries. A large part of the time of the staff and pupils has been, as usual, devoted to outside work, such as the designing of the buildings of the Khalsa College and Queen Mary's College, the decoration of official residences, and more recently the work in connection with the Royal Durbar at Delhi. Sardar Bahadur Bhai Ram Singh was in sole charge of the latter undertaking, which occupied him from July to December 1911, with results which won general admiration. As illustrative of the labour involved, the Principal mentions that in July 1911 over a hundred *karchobs* of Amritsar and Lahore, together with twenty students for outlining the designs, were working in the school with gold thread on velvet for the borders of the Durbar shamianas; twenty more students, with twelve *thatyars*, were engaged on the repoussé work of the copper *chobs*, and twenty carpenters were making wooden pillars for the throne canopy; while the Principal himself was designing models for the amphitheatre, royal pavilion and dais. That the Lahore School of Art should have been entrusted with so important a responsibility is no small testimony to the reputation in which the school is held. Specimens of work done in the school were sent to the Franco-British Exhibition of 1908 and to the Allahabad and Lahore Exhibitions.

The inspection of industrial schools, which is entrusted to the staff of the School of Art, received increased attention during the quinquennium. Twelve such schools were inspected in 1911-12.

101. *Industrial schools.*—The number of schools classed as "industrial" has risen from 19 with 1,639 pupils to 30 with 2,614 pupils. The expenditure from provincial and local funds on such schools has increased from Rs. 20,952 to Rs. 42,882, and the total expenditure from all sources has risen by nearly one-third. The exact meaning of an industrial school, as the term is used in the Punjab, is liable to be misunderstood, and it may be well to explain that it designates a school for general education in which some training in industrial work forms part of the curriculum—a school, one may say, with an industrial bias. When the scheme for opening industrial schools was first promulgated in 1888, it was explained that the object was to get pupils belonging to the artisan classes to attend school by combining with their general education some practical training which would be of use to them in their hereditary occupations, and so to guard against their school education leading them to forsake the workshop. Now that manual training is coming to be regarded as a part of general education, the separation of schools which include it into a distinct class particularly intended for artisans' children has ceased to have much significance, and may lead to confusion. Every girls' school, for instance, in which needlework is taught is to that extent an industrial school, and it appears from the returns sent in from one or two divisions that the term has been stretched to include schools of an elementary type in which a grant is made for needlework. There are, indeed, a few girls' schools where needlework is a special feature: thus in the Baptist Mission industrial school for girls at Salamatpur pupils are taught lace-making as a means of livelihood. But the ordinary girls' school in which sewing, cooking and house-craft are taught should obviously be excluded from the class of schools with which this chapter deals, and the only industrial schools of which account need be taken are the Railway Technical School, Lahore, a Government institution, the municipal schools at Amritsar and Delhi, and the district board

schools at Ludhiana, Hissar, Rohtak, Muzaffargarh, Jhang and Chiniot, in addition to a few aided orphanages, such as those at Gurgaon, Bhiwani and Ferozepore, where children are taught industrial work with a view to their future support. The Railway Technical School and the eight industrial schools maintained by local bodies follow the standard curriculum fixed by the Department, which was revised in 1911. The proportion of the school time devoted to industrial work and drawing varies from about half in the lower classes to two-thirds in the higher, and the course otherwise includes reading, writing and arithmetic, with the elements of geography and science. Carpentry and metalwork are taught at Lahore, Amritsar, Ludhiana and Delhi; carpentry and weaving at Hissar and Rohtak; and only carpentry at the remaining schools. The schools at Rohtak, Jhang and Chiniot were added during the quinquennium. In the other schools there has been a considerable increase of pupils, amounting in the case of the Lahore school to 122, and in that of Delhi to 93. 66 per cent. of the pupils belong to the artisan classes, the parents of the others being shopkeepers or of miscellaneous occupations. Records of the after-careers of the pupils show that most of them take to industrial work after leaving school.

102. *Railway Technical School, Lahore.*—The most prosperous industrial school is the Railway Technical School, Lahore, with 461 pupils. Meetings of the managing committee, which had long been in abeyance, were convened during the period under review, and endeavours were made to ascertain in what direction the school could most hopefully develop; no steps, however, have been taken as yet beyond a modification of the syllabus and the addition of estimating as a branch of instruction; further additions to the curriculum will be introduced experimentally as soon as the equipment has been improved. Several railway officials have taken great interest in the school, and the pupils find no difficulty in obtaining employment in the railway workshops. A school for the blind is attached, in which the pupils are taught industrial work and reading on the Braille system.

103. *Committee on industrial education.*—A small committee was appointed in 1911 to enquire into the question of improving industrial education. After visiting several of the schools to which reference has been made, the committee formed the opinion that there was nothing radically defective in the courses of study, but that the industrial teaching was often wanting in life and intelligence, owing to the employment of ill-paid bazar artisans, who not only were ignorant of teaching methods, but had no inducement to inculcate good workmanship. The committee thought that efforts should be made to obtain a superior type of teacher, and that the training of efficient craft teachers in the Mayo School of Art should be a special feature of that institution. Experiments were also recommended in the way of founding schools of particular industries under skilled instructors trained in European methods, such schools not attempting to give general education, but being virtually workshops. The Bareilly school of carpentry was instanced in this connection. The report is still under the consideration of Government. Meanwhile special grants have been offered to local bodies for opening craft schools or starting industrial instruction in ordinary schools, and the boards have been asked to consider the possibility of having one industrial school for each district. New courses of instruction in industrial subjects are being drawn up. Application has also been made for the services of an instructor in manual training, as has been mentioned in chapter VI; it is hoped that this appointment, if sanctioned, will help to provide skilled guidance for schools in which woodwork and metalwork are taught, and to stimulate public interest in manual training generally.

104. *Training of weavers.*—Attempts have been made to introduce improved looms and better methods, but the province does not as yet possess an organised system of instruction in weaving. The Department of Industries has established a weaving station at Lahore for the purpose of demonstration, and an expert has been engaged who has given lectures, with demonstrations and practical suggestions, to the weavers in the various places visited. The Salvation Army weaving school at Ludhiana, which was started during the

quinquennium, has been only partially successful, largely owing to the inability or unwillingness of the weaver to purchase the improved loom after completing the course of instruction, and also because the sizing of yarn is insufficiently attended to. The Department of Industries recently sold some of the Salvation Army looms to weavers on a system of payment by instalments, and most of these looms are said to be working satisfactorily. Weaving is also taught in the board industrial schools at Hissar and Rohtak, and arrangements are being made to start a similar school at Rewari.

105. *Reformatory School, Delhi.*—As the Reformatory School is largely an industrial institution, it may conveniently be noticed here. The number of boys increased from 62 in 1906-07 to 138 in 1911-12, and the expenditure from provincial funds rose from Rs. 16,359 to Rs. 27,931. The Superintendent reports :—" In spite of a relaxation in 1906 of the rules regulating the admission and detention of youthful offenders, by which it was thought that the school population would rapidly increase, it was not until 1909 that the limit of the accommodation was reached. Since then there has been some slight fluctuation in the numbers. The number of boys admitted during the year 1911-12 was 37 as against 26 in 1906. The number discharged was 30, seventeen of these being released on expiry of term, and six under the provisions of section 13 of the Reformatory Schools Act ; six were transferred to the Chunar Reformatory, and one to the Central Jail at Lahore. And one boy died. Twelve districts contributed to the admissions, Lahore sending nine boys and Gurgaon seven. One boy had been previously convicted as often as seven times and another three times. 24 of the 37 boys admitted were convicted under section 379 of the Indian Penal Code, and four under section 380 of the Indian Penal Code. No boy under the age of ten years was admitted during the year, and there was only one case in which a boy's age had been much understated by the sentencing court. .....The industries taught in 1906 were carpentry, tailoring, weaving, shoe-making and gardening. Cane and bamboo work and blacksmith's work were added later. The training is of a practical kind ; all the boys' clothing and the furniture is made up in the school, and the profit realised in 1911-12 from sales of manufactures amounted to Rs. 1,471-15-8. All the shops turn out marketable articles ; and waste material, particularly in the carpenters' and cane-workers' shops, is often turned to good account, footstools and other little articles being made up which command a ready sale. The boys of the senior division spend four hours a day at their industries, those of the junior division three hours, while those who are undergoing their last two years of detention work at their trades for six hours a day, with intervals for meals, rest, etc." The industrial work is tested annually by the Principal of the Mayo School of Art. The standard of general education is that of elementary schools, two hours daily being allotted to class-work. Moral and religious instruction is given, and the boys have drill, gymnastics and games. Various improvements to the buildings and appliances were carried out during the quinquennium. The works carried out by the Public Works Department during 1911-12 included the levelling and fencing of the new agricultural land, the laying of a pipe line from the well to the swimming-bath, and the provision of an oil engine, a pump, and a circular saw. The old rules regarding the award of good-conduct badges were superseded in 1911 by a system of marks having a money value, which has had a good effect ; the number of punishments in 1911 was only fifteen, and there has been a striking improvement in general behaviour.

Out of 102 boys discharged during the period, fifteen were released on appeal or revision of sentence, or transferred to Chunar, and nine have not yet been reported on. Of the remaining 78, 18 were reported to be engaged in agriculture and 29 in various trades. Twelve were reconvicted, and three were reported to be of bad character. The small proportion of boys who follow the trades taught them at school is disappointing, but the general results of the training are as satisfactory as can be expected in the circumstances.

Mr. Raynor was superintendent of the school up to 1910, when he was succeeded by Mr. Farmer : both these officers showed great zeal and interest in promoting the welfare of the boys, and the services of the manager, Pandit Munshi Ram, should also be mentioned.

Commercial Training.

106. Commercial and clerical training in the province is limited to the teaching of shorthand, type-writing, précis, book-keeping and commercial geography, and is imparted solely in a few Government institutions and in the aided continuation classes at Lahore, if the private Mahajani schools teaching shopkeepers' accounts are excluded. The classes attached to schools ordinarily prepare candidates for the University Clerical and Commercial examination, which as regards English is considered to be about equal to the Matriculation standard. 29 out of 82 candidates passed this examination in 1911-12 as compared with 30 out of 56 in 1906-07. In 1907 a considerable number of commercial classes were opened in Government high schools as an experimental measure, but the paucity of pupils in the classes, the low calibre of those who joined, and the impossibility of finding qualified instructors who would accept the rates offered, all pointed to the necessity of concentrating specialised teaching of this kind instead of attempting to disperse it; and the only classes surviving at the close of the quinquennium were those at Lahore, Delhi and Ferozepore, together with the Government Clerical and Commercial School at Amritsar. The number of pupils in the last-named institution rose during the period from 38 to 61, and its popularity is growing. The Delhi class is also a successful one. At Lahore, in addition to the class at the Central Model School, commercial instruction is given in the continuation classes for men and women maintained by the Young Men's Christian Association and the Young Women's Christian Association, with the aid of grants from Government. In 1911-12 the average attendance in the men's classes was 64, and in the women's 42. A number of the students obtained posts on good salaries, and the superintendent of the men's classes was unable to supply students to fill all the posts offered. These classes in their present form are a recent development, having previously to 1911 been under the management of the Education Department.

107. *General remarks.*—The province is well equipped with professional institutions maintained by the State, while the industrial schools maintained by local bodies offer possibilities of development into craft schools under the guidance of the Mayo School of Industrial Art. Technical education in the restricted sense, *i.e.* the training of a mechanical engineer and specialised scientific training for particular trades, can hardly be said to exist as yet. Of all forms of education this is not only the most costly, but also the most uncertain in its results. It is perhaps not sufficiently realised that technical institutions of the kind referred to can only flourish in an industrial environment, where there are concomitant industries which can supply students with opportunities of practical experience and well-paid employment. To argue otherwise would seem to imply that a school of technology has as good a chance of success at Dublin or Galway as at Manchester. There is nothing in the industrial history of western countries to confirm the view which is not infrequently advanced that technical schools will *proprio motu* create industries. The average student attending a school of technology aims at getting employment on good pay as the result of his training; and if the capitalist employer is non-existent, or if, as commonly happens, he is disinclined to venture his money on school-taught theory which does not necessarily carry with it business capacity, the technical graduate is worse off than the product of an arts college. It may well be doubted, therefore, whether in the Punjab, where industrial concerns are comparately small and few, and salaries are on a modest scale, the time has come for advocating an ambitious scheme of technical education. More hope seems to lie in the direction of improving crafts and small industries by the introduction of better methods and labour-saving appliances, through the agency of craft schools or otherwise.

CHAPTER VIII.

Education of Indian Women.

108. *Number of institutions and attendance.*—One of the most encouraging features in educational progress during the quinquennium has been a

very marked development of interest in the education of girls, as betokened by an unexampled increase of attendance in girls' schools. The number of public secondary schools for girls rose from 20 to 34, and that of primary schools from 541 to 635, so that there has been a total increase of 108 institutions; while the number of pupils in these schools rose from 21,769 to 33,820, an increase of 55 per cent. The increase is most noticeable in the higher stages of education, the number of pupils in secondary schools having risen from 1,809 to 4,765, or by 163 per cent. As in the case of boys' schools, the boards, from want of funds, were unable to open as many new primary schools for girls as in the previous quinquennium, but there was an increase of 104 in such institutions.

109. *Comparison by divisions and districts.*—The increase of schools and pupils has been mostly in the Lahore, Multan and Delhi divisions. The high schools for girls are all in the Lahore and Jullundur divisions, and in the number of middle and primary schools Lahore stands easily first. The most progressive districts in the other divisions are Rohtak, Karnal, Jullundur, Ferozepore, Rawalpindi and Multan. In the outlying districts teachers are obtained with difficulty, and education is backward. Schools in the smaller towns and villages are usually of poor quality, trained teachers preferring posts in the larger centres.

110. *Expenditure.*—The total direct expenditure on girls' schools rose from Rs. 1,79,742 in 1906-07 to Rs. 3,15,699 in 1911-12, an increase of 75 per cent. The increase was common to all sources: district funds contributed 80 per cent. more than in 1906-07, and fees (which are not charged in board primary schools) rose from Rs. 3,757 to Rs. 14,677.

111. *Scholarships.*—The number of scholarships awarded to girls has nearly doubled since 1907. The expenditure has risen from 15,289 to Rs. 27,379, almost the whole of which is met from provincial funds. The question of a change in the system of awarding scholarships to girls has been under consideration, but a workable scheme has not yet been devised. The present system is to make payments of Re. 1 and Rs. 2 monthly to most of the pupils who pass the lower primary and upper primary examinations, respectively, and amounts to paying girls for school attendance. This may have been expedient in the early days of education, but now that school attendance is becoming popular, selection, combined with an increase in the value of scholarships, is clearly desirable. The appointment of local assistant inspectresses would make it possible to hold district examinations for scholarships, as is done in the case of boys' schools.

112. *Examinations.*—The increase of school pupils is reflected in the number of examination candidates. The number of candidates from the Punjab in the Middle Standard examination for girls rose from 54 in 1907 to 135 in 1912, of whom 115 passed. The increase evinces a tendency in the larger towns to defer the marriages of girls, so that they may receive a better education. The Middle Standard examination virtually marks the end of the school career for girls at present, only the few who wish to qualify as teachers of English or to proceed to University study taking the Matriculation course. The Upper Primary Standard examination no longer exists (except in board schools, where the instruction grant to teachers necessitates individual examination of the pupils); but certificates are issued to girls who have completed the primary course satisfactorily.

113. *Teachers.*—The need of qualified teachers continues to be urgent. Miss Stratford writes :—"It is still one of the principal obstacles to the rapid increase in the number and quality of the schools. It is very difficult for girls to leave their homes and come to Lahore for training, though the Normal School has improved very much since 1907. The very few girls who appear for the teaching examinations obtain posts easily in large towns, so in the districts the mistresses in charge of schools have little knowledge of teaching methods, and teach in the old-fashioned way in which they themselves were taught. A proposal to start training classes in connection with middle schools in each division and so arrange for a supply of local trained mistresses is under

consideration. These classes would be very valuable in supplying a long-felt want. Most large schools try to get at least one trained mistress for the higher classes, but the need of better teachers in infant departments is very urgent."

114. *Buildings.*—The Inspectress says :—"The larger secondary schools managed by Missions and private bodies, are, for the most part, well accommodated. The Baptist Mission, Delhi, has very fine class-rooms, but the boarding-house is unhealthy and too small for the number of boarders, so the general health of the girls is not good. Queen Mary's College will, in October, be moved into the fine buildings which are now nearing completion. The Kanya Maha Vidayala, Jullundur, is erecting a quadrangular boarding-house and school outside the city at an estimated cost of three lakhs. The Sikh Kanya Maha Vidayala, Ferozepore, has collected funds for a spacious building, and has already erected one side of the quadrangle. The Arya Samaj of Rawalpindi, with the help of a large Government grant, has begun building airy premises for their girls' school. Municipal board middle schools are, with a few exceptions, housed in rented buildings. The school most needing an enlarged building is, as I mentioned last year, the Amritsar Municipal Board Central School. Primary schools are not well accommodated, and the conditions under which children have to study leave much to be desired. Very few schools have any space for playgrounds, and even the class-rooms are small and ill-ventilated."

115. *Instruction.*—While in boys' schools the general adoption of Urdu as the school language is largely due to a knowledge of this language being required for the public service and for official purposes generally, in girls' schools the choice of language is usually a question of religion. The case of Muhammadan girls, indeed, is somewhat different, Urdu, which they learn, being neither the language of their religious books nor that of everyday use. Hindi is learnt by Hindu girls as a prelude to Sanskrit. The use of Gurmukhi, however, is making progress. The script is easily learnt and thoroughly mastered, Punjabi being the mother tongue. Later the demand for Hindi begins, and in Hindu middle schools this is the principal language. Some parents ask for a change from Gurmukhi to Hindi as early as at the upper primary stage. Geography is, as before, a barren and lifeless feature of the teaching in most schools, owing to the ignorance of the teachers ; and its retention in the curriculum would be of doubtful value, were it not that in the hands of a competent teacher this subject can be invested with living interest. The Inspectress says :—"Vernacular teachers find it beyond their powers to teach more than mere lists of names, with perhaps a little map-pointing, and unfortunately there are very few books of reference in the vernacular for them to look up, to make their lessons more interesting. This year very fair wall-maps have been printed in Hindi and Gurmukhi, and there are cheap Hindi atlases, all of which are a great help. Globes with Urdu names have been prepared, and it is hoped that Gurmukhi and Hindi ones will follow. The teaching of geography is particularly good in Queen Mary's College. Well-illustrated lessons on the life of children in typical countries of the world are given, and the globe is used from the very beginning, so that even the kindergarten babies know the shape of the world and the distribution of land and sea masses. In most schools, in order to proceed from the known to the unknown, the district and the Punjab are first taught, then India and Asia. Even the girls who complete the primary course leave without learning anything of the world as a whole. Little girls have few opportunities of knowing much of the district they live in, much less of the province, though Muhammadan children are interested in Arabia, and Hindu children have heard of or even visited the places of pilgrimage."

116. *Needlework.*—The Inspectress comments on the prevalent tendency to prefer inartistic fancy needlework to plain sewing, for the sake of show. "It is much to be regretted that the large Hindu schools are forsaking the old beautiful embroideries for the very ugliest examples of Early Victorian Berlin wool and velvet embroidery in designs which are unnatural and inartistic. Plain hand-sewing is well taught in the Christian schools and some Muhammadan

schools, but in many places machines have been provided, and fine hand-stitching has suffered in consequence The cheapness of sewing-machines makes them common in Indian homes, so it is useful for the children to learn to manage them; but hand-sewing is valuable, apart from its practical utility, because it helps in the formation of habits of industry and neatness. In some backward districts needlework is much neglected, whereas it should be made the principal subject of the curriculum, for it is a great inducement to attendance. Mothers who do not realise that any benefit is gained by educating girls see the practical advantage of their learning to sew and to cut out and make their clothes, and are willing for them to learn reading and writing for the sake of the needlework. The industrial schools try to bring the girls' work up to a saleable standard, and to provide them with a means of increasing their incomes later on. Gold shoe-embroidery is well taught in Delhi, and at Palwal lace and net-work are thoroughly learnt. The S. P. G. Middle School, Delhi, has a Limerick lace class which is entirely self-supporting, and in which very good work is done. The Limerick lace done at Queen Mary's College is also particularly good."

117. *Domestic economy.*—In most of the boarding schools the pupils are trained in cooking and house-work. In day schools all that can be done is to encourage habits of cleanliness and to give the children simple notions of hygiene, in the hope that they may afterwards help to introduce better conditions into their homes. Increasing attention has been paid in recent years to giving the elder girls some practical knowledge of nursing, the laws of health, and "First Aid" to the injured.

118. *Physical exercise.*—Drill is regularly taught in the schools conducted by Christian missionary societies, and in all secondary schools simple movements to time or a few games are attempted. The example of the Jullundur Kanya Maha Vidyala, where action songs and daily walks have been introduced by the manager, Lala Dev Raj, is followed in many Arya and Sikh schools. It is regrettable, on the other hand, that the inadequacy of space in primary schools precludes all idea of physical exercise, and usually no period in the time-table is allotted to any kind of recreation. Singing is popular. The Inspectress considers that on the whole the quinquennium shows a decided advance in the attention paid to girls' physique.

119. *Inspection of girls' schools.*—The numerous signs of awakening zeal for the education of women which are now apparent have brought the question of the adequacy of the inspecting staff into prominence. At present it consists of two inspectresses, Miss Stratford and Mrs. Ingram, and two assistant inspectresses, one of whom was until recently deputed to work in Queen Mary's College, Lahore. There is ample scope for the advice and guidance of competent inspectresses throughout the province, and what is chiefly wanted is good local supervision. A scheme is now under the consideration of Government for the appointment of a qualified assistant inspectress for each division, with a view to the establishment of efficient local training classes for teachers, the conduct of scholarship examinations, and the assistance of local effort generally. If ladies of the right stamp prove to be obtainable, this departure should be attended with excellent results.

120. *Boarding schools.*—Remarkable enterprise has been shown in the Punjab in the establishment of boarding schools by the Hindu and Sikh communities, and a detailed reference to the more important boarding schools of the province may be of interest.

(1) Queen Mary's College, Lahore.—The foundation of this school was rendered possible by a gift of Rs 50,000 from the Phulkian States, out of the amount presented by them as *Sarwana* in 1906 to commemorate the safe return of the Prince and Princess of Wales to England. An approximately equal amount was subsequently collected by inviting subscriptions. Great difficulty having been experienced in finding a suitable site for the future building, the institution was started experimentally on a small scale in rented premises in 1908, under the name of the Victoria May School. At Her Majesty's visit to India, in 1911, the school was, with her consent, called Queen Mary's College, and the

foundation stone of the college building was laid by Lady Dane on the 14th November, 1911, an occasion which drew forth fresh donations from the high-born ladies of the Punjab States. The building, which will be opened in October 1912, is to cost about Rs. 2,00,000, and will be a notable addition to the educational buildings of the province. The school is specially intended for the education of ladies of rank and position. Its success, since its inception, has been largely due to the unstinted efforts of Miss Western, who has been an honorary worker, and Miss Edgley, the Principal. The attendance, which has been limited by the accommodation, stands at 52. The school provides advanced teaching in Persian and Sanskrit as well as instruction in Urdu, Hindi and Punjabi, while English is taught by English ladies from the kindergarten upwards. Kindergarten methods are followed in the primary classes, and the curriculum includes domestic training, art needlework, Indian music, drawing, and physical training. There is a separate class for married ladies.

(2) Kanya Maha Vidyala, Jullundur.—This institution has served as a model to other Hindu boarding schools. Situated in Jullundur city, it has a total attendance of 325 girls, of whom 180 are boarders. This is the largest number that can be accommodated in the present building. The girls come from all parts of India, and there is an orphanage and widows' home besides the school hostel. The widows are educated entirely at the expense of the school authorities in order that they may become teachers. Religious and moral teaching occupies a prominent place in the curriculum. The physical development of the scholars receives special attention: the pupils have drill, regular walking exercise, action songs, and games. Sanskrit is taught from the upper primary classes upwards. Practical domestic economy and "First Aid" are treated as necessary subjects for girls to become proficient in. Cooking is taught throughout the classes, and when a child is ill she is nursed by the elder girls under the supervision of the teachers. A new college building, with a large quadrangle behind it for residential quarters, is now being erected about a mile outside the city in the open country, and gardens and playgrounds are being laid out. Lala Dev Raj, the manager, has devoted himself to studying kindergarten principles and adapting them to the needs of Indian children.

(3) Sikh Kanya Maha Vidyala, Ferozepore.—This school was founded by Bhai Takht Singh and his wife, who have travelled in India, Japan and America to collect funds for the institution, and have devoted their lives to the work. The school has an attendance of 312 children, of whom 233 are boarders. No school fees are charged, and only about one-third of the girls pay boarding expenses. No servants are employed; the girls do their own household work. Their life is arranged on the simple Punjabi plan common in Sikh homes. The school is remarkable for the careful system and order everywhere apparent. A large new building is in course of erection.

(4) The Dev Samaj Balika Vidyala, Ferozepore, which has 81 pupils, 42 of whom are boarders, was one of the first schools to successfully prepare Hindu girls for the Matriculation examination. It has its own scheme of studies. The children are trained in household duties and take regular exercise, which includes vigorous games. This school, like the two preceding, owes its existence and popularity to the energy of a few enlightened men who have devoted themselves to social service.

(5) The C. M. S. Alexandra School, Amritsar, is a select boarding school for the daughters of comparatively well-to-do Indian Christians; the girls are well educated, but get no practice in any branch of domestic economy except needlework.

(6) The Kinnaird High School of the C. E. Z. and Z. B. M. Missions, in Lahore, is one of the best schools in the province, and is conducted with the object of educating the girls thoroughly, but not discontenting them with their home life. Training classes are successfully carried on, and

most of the teachers with English qualifications in the mission schools of the province have received their training at this institution. A large new boarding-house was erected during the quinquennium.

(7) In the A. P. Mission School, Sialkot, which is intended for Christian girls of a lower status, the girls wear their simple village dress, and the boarding-house is managed entirely on the plan of a village home, with simple food and customs, cleanliness and economy being inculcated. There are about 160 boarders, who are divided into families of twelve. The elders are responsible for the younger children. Each family has a separate kitchen. This school has now been long enough in existence for its influence to be felt, and the effect of the training in cleanliness and thrift is visible in the homes of the poorer Christians in the villages. The education given is up to the middle standard, and the school trains its own vernacular teachers.

121. *Zenana classes.*—The Inspectress has not dealt with this subject in her report, but the statistics show 723 pupils in such classes, which have hitherto mostly been organised by missionary societies. A recent development of interest has been the starting in 1911 of a number of zenana classes in Lahore city, under the management of a strong committee of Indian ladies, with Lady Chatterjee as president. Statistics of attendance in the classes have not as yet been made available, but the number of classes is said to have risen to 45, and the movement is likely to have important results.

122. *General remarks.*—The progress recorded during the quinquennium indicates the beginning of a transformation of the popular attitude towards the education of women, a change which is particularly noticeable in the case of the upper and professional classes. The increase of school attendance, the prolongation of school life, the readiness to provide funds to start girls' schools, all denote that stagnation is being replaced by activity; and great development may be looked for in succeeding years. It is regrettable, however, that the Muhammadan community, owing to the restrictions of the purdah system, have hitherto been unable to participate as freely in this movement as might be wished, although here, too, there are signs of a distinct advance.

CHAPTER IX.

Education of Europeans.

123. *Schools and pupils.*—The number of public schools—33—is the same as in 1906-07: that of the pupils has risen by 200 to 2,539, including 86 Indians. Nine of the schools are for boys and seventeen for girls; seven are mixed schools. The Sanawar Asylum is financed by the Government of India and controlled by the Punjab Education Department; the Lawrence School, Murree, is virtually financed and controlled by the Punjab Government; ten schools are under Roman Catholic management; and the rest are under Church of England or non-sectarian managing committees, including three which are managed by the railway authorities. All the schools managed by private bodies are aided.

The policy of the Department is to encourage the amalgamation of schools of the higher grade, with a view to economy of teaching power. It is desired that secondary education should be obtained, as far as possible, in boarding schools situated in the hills, and that each station in the plains where there is a sufficient number of European children should have a primary school under competent teachers, Lahore alone retaining high schools for its large European population. This ideal is not likely to be entirely realised in the immediate future, but steps have been taken during the quinquennium towards attaining it. Thus the Delhi Station School and the Railway School, Lahore, have been converted into primary schools; a similar reduction is contemplated in the case of the Rawalpindi School; recognition has been withdrawn from the high department of the Sialkot Convent School, and it has been arranged to amalgamate the Lahore orphanages, for the purpose of class instruction, with the Church of England high schools for boys and girls at Lahore. Corresponding

efforts have been made to place the secondary schools in the hills, notably the Lawrence School at Murree, on a sounder footing financially and otherwise than before, so as to bring education in them within the reach of parents of slender means. To help in attaining this object, scholarships tenable in middle schools have been raised in value and restricted to children of the poorer class of parents.

124. *Finance.*—The figures given in table IV (A) appended to this report require a few words of explanation. The total expenditure on the training institutions mentioned in chapter VI was slightly higher than in 1906-07, but notwithstanding the addition of the Sanawar training class, provincial expenditure on their upkeep, including stipends, was less, Rs. 10,000 being contributed from imperial revenues towards the cost of that class. Excluding expenditure on training, the total expenditure on schools exhibits a decrease of over one lakh, which is accounted for by the exceptionally high expenditure on buildings in 1906-07. Omitting capital expenditure, and also the cost of inspection, as the Inspector of European schools is partly employed on other duties, the total expenditure rose from Rs. 5,90,683 to Rs. 6,71,893, fee receipts increasing by Rs. 40,000 and provincial expenditure by nearly half a lakh. The percentage defrayed from each source rose from 40 to 42 in the case of fees, and from 20 to 25 in the case of provincial expenditure. Expenditure on tuition, as distinct from scholarships, boarding-houses, &c., increased by Rs. 4,648 to Rs. 2,62,054, of which provincial revenues contributed Rs. 1,11,120 or 42 per cent. The increase of expenditure from provincial funds in this instance, amounting to Rs. 26,744, is accounted for by the subsidy of Rs. 27,000 from imperial revenues, which, though sanctioned in the previous quinquennium, was not used for augmenting teachers' salaries until the period under review. Financially, therefore, the features of the period have been a comparatively small increase of expenditure from provincial revenues, and a large increase of fee-receipts. The actual fees realised were more than the sums entered in the returns, as in convent schools, where the teachers are mostly unpaid, the income exceeds the expenditure and cannot be shown in full.

Deducting imperial grants, and the cost of inspection, the expenditure from provincial revenues on institutions for Europeans in 1911-12 was a little over two lakhs, which in the circumstances may be considered a high proportion of the provincial expenditure on education generally.

The practice of allowing supplementary grants to cover deficits in school accounts, which offered an inducement to school managers to exceed their income, was discontinued at the beginning of the quinquennium. In Bishop Cotton School, Simla, and the Lawrence School, Murree, a revision of the scale of fees was made a condition of the continuance of the special assistance which had hitherto been given. The result in both instances was eminently satisfactory, the finances of the two institutions being now on a sound basis, while the number of pupils has largely increased. Building grants aggregating about Rs. 64,000 were paid to various schools during the quinquennium. The financial situation, which in 1906-07 was reported to be a most unfavourable feature of European education, has since undergone a great change for the better. Almost every school has a credit balance; better methods have been introduced in dealing with funds; the school accounts, with the yearly balance sheet, are properly audited; and very few schools have any arrears of fees. The average cost of educating a pupil has been reduced from Rs. 114 to Rs. 102.

125. *Teaching staff.*—A special recurring grant from imperial revenues of Rs. 27,000 for the improvement of European education, to which reference has already been made, was devoted during the quinquennium to the payment of salary grants; and this has resulted in a general improvement of the pay of teachers and of the staffing of the schools. The training classes at Simla and Sanawar have been another factor of progress.

At the close of 1911-12 there were 200 teachers against 186 in 1906-07. Fifteen held British and Indian University qualifications; 100 were fully

trained and certificated teachers, and 39 were untrained but certificated. Of the remaining 46 a few were teachers of some experience, and the rest had passed either the Middle or High Standard examination. The scale of pay for teachers in girls' schools (excluding those belonging to religious communities) now ranges from Rs. 70, with board and lodging in addition, to Rs. 200, and for men teachers the lowest pay is Rs. 120 with lodging in aided schools, and Rs. 100 with lodging in the Sanawar Asylum.

126. *Instruction.*—The Inspector writes :—"The improvements effected in the staffing of schools, consequent upon the supply of teachers from the training classes at St. Bede's and Auckland House, Simla, for girls' schools, and from Sanawar for boys' schools, together with a rise in salaries all round, have resulted in a distinct advance in methods of teaching and in the work of the schools generally, although from obvious causes schools in the plains do not, except in one or two cases, do as well as schools in the hills. English continues to be the weakest subject. Special measures have been taken to remedy this defect, especially in the matter of incorrect expressions which are so frequently met with in written and oral work, and in faulty pronunciation and accent. Pupils now do more private reading, the children being required to read a certain number of books each term, and to write out a short summary of the characterisation and plot. The teaching of Urdu has recently had more attention given to it owing to special stimulus, and two or three munshis have improved considerably in their work. It is in the upper classes of boys' schools, however, where the teaching is defective, due to the fact that the munshi cannot control big boys by himself. The Sanawar Training Class is, I am glad to say, coming to our aid in this direction, in that every student is now being trained to teach a second language. In two schools French is well taught on the direct method, but in several it continues to be regarded as a subject in which it is possible to earn extra marks in an examination. The time at the disposal of the two schools teaching Latin is very limited, and the work cannot be said to be at all satisfactory. Two or three of the classes at Bishop Cotton School are, however, promising. In mathematics some advance has perhaps been made in the teaching of geometry, but in arithmetic more practical work is needed, especially in the lower classes, in order to connect the teaching with the ordinary experiences of life. Great variation is apparent in the attainments of different girls' schools in this subject; in a few it seems to be a tradition that the school should be content to take a low place and at the same time be keen on most other subjects in the curriculum."

127. *Industrial and other special training.*—The Inspector says :—"Industrial and technical subjects are taught in various schools along with general subjects. The subjects remain almost the same—carpentry, typewriting and shorthand, domestic economy, needlework and dress making, and band music. Instruction in carpentry is provided in the Lawrence Asylum and in the Lahore Cathedral Orphanage for boys. The instructors, from a lack of technical training as such, are unable to realise the educational value of this kind of handwork, that it is a training by, not in, the use of tools. Typewriting and shorthand are now only taught in the Boys' Orphanage, Lahore. Owing to a defective knowledge of English the work is hardly fair. Speed in shorthand is no doubt important, but accurate transcription and intelligent paragraphing are more so, and are only possible to one having a thorough grasp of the English language. Domestic economy is taught in all schools, but is still, in some cases, hardly more than a book subject. Hardly any school possesses the necessary accommodation, and it is almost impossible to obtain fully qualified domestic science teachers. In two schools the girls were taught how to draw up family budgets economically and to keep monthly accounts for an average family. Plain cooking is taught to some extent in nearly all girls' schools, and Sanawar boys and girls are trained in the school kitchens. More, however, needs to be done in this direction throughout girls' schools. Light laundry work has been taken up in a few girls' schools, the classes at Sanawar and St. Denys', Murree, being the best. Needlework continues to be well taught. In Auckland House the girls are instructed in the drafting and cutting out of garments quite successfully."

128. *Examinations.*—The Department holds standard examinations for the high and middle classes, and a scholarship examination for those who complete the primary school course. Steps have been taken during the period, by a more careful selection of examiners and a scrutiny of the papers set, to make the two standard examinations as thorough as possible. The number of candidates has considerably risen, but the application of a somewhat stricter standard has, for the time, lowered the percentage of passes, especially in English; it is likely, however, to improve the teaching. A noticeable feature in these examinations has been the greater success achieved by the girls, which is indicative of the general superiority of the girls' schools of the province. That the examinations command public confidence may perhaps be inferred from the fact that although the Education Department has offered for the past two years to arrange for holding the Cambridge Senior Local examination in the province, no school has hitherto responded to the invitation.

129. *Buildings.*—Improvements have been effected in the buildings of fourteen schools during the period under review. Two schools have been provided with new buildings, and a third is being rebuilt. A scheme for a large additional building for the Lawrence School, Murree, to accommodate the influx of new pupils, has been set on foot. The rebuilding of the greater part of Auckland House, Simla, is a need which remains to be provided for. Libraries and furniture have received many additions.

130. *The Lawrence School, Ghoragali.*—A hiatus in the arrangements for European education in the province was formerly the want of a boarding school in the hills for boys belonging to the poorer classes of the domiciled European community. In contrast with the comparatively numerous and well-staffed high schools for girls in the hills and elsewhere, there were practically only two schools—Bishop Cotton School at Simla and the High School at Lahore—to which boys beyond the age for receiving education in girls' schools could be sent, unless they were eligible as soldiers' children for admission to the Sanawar Asylum or the Lawrence Memorial School, Ghoragali. The raising of the fees in Bishop Cotton School accentuated the need of a comparatively cheap boys' school in the hills. In order to meet the requirements of the class of parents referred to, the Lawrence School was opened during the quinquennium to the children of civilian parents, the scale of fees was readjusted, and the institution was completely reorganised, without depriving the children of soldiers of the benefits of the foundation. The change has been attended with the happiest results. This school, although in receipt of a large grant from provincial revenues, was formerly bankrupt in reputation as well as in funds; the conduct and discipline of the pupils were such as to call for drastic remedies; the staff was temporary and makeshift; and the buildings were in a state of decay and neglect. The closing of the institution appeared to be a question of time, unless means could be found of employing the money spent on it to better purpose. In 1909 Mr. Bush was placed in temporary charge, with instructions to bring the new scheme into being by degrees, and discipline was restored with some difficulty. Mr. Bush on retirement in 1910 was succeeded by Mr. Wightwick, who, ably seconded by Mrs. Wightwick, has worked a complete transformation during the two years of his tenure of the principalship. The number of pupils has risen from 77 to 226. Temporary dormitories have been built to accommodate the overflow, and a large number of applications for admission have had to be refused. The buildings have been put in thorough repair, a large new playground has been laid out, better arrangements for food, clothing and sanitation have been made, an efficient staff has been engaged, and in short the school is now instinct with fresh life. The school estate has ample space for buildings and grounds, with a good water-supply, and a scheme of extension with the object of accommodating 400 pupils is being prepared. It is hoped that in the near future the Lawrence School will become one of the leading institutions in India for the education of European children.

131. *General remarks.*—The subject of European education in India has of late been attracting much attention, and somewhat sweeping assertions have been made regarding the inefficiency of the schools and the inadequacy of the

Government grants. Whatever may be the case in other parts of India, it would be a mistake to suppose that in the Punjab the problem has not been fairly dealt with in the past, or that there is present neglect. There is sufficient school accommodation for the comparatively small number of children, at any rate for girls. Thanks to the unstinted efforts of the nuns of the various orders, the members of St. Hilda's Society, and other devoted workers, and also to liberal assistance from Government, education is attainable at a very moderate cost. There is no class of European or Anglo-Indian children in the province growing up without education for want of school facilities. Poverty or improvidence of parents may cause hardship in individual instances; such cases, however, occur in every country, and can only be satisfactorily provided for when the concessions offered by the State system of education are supplemented by private charity. Relief of this kind is afforded in the Punjab by the Anglo-Indian Children's Relief Association, the Punjab Masonic Institute, and by indigent grants from Government. Money could doubtless be devoted with advantage to improving the school staffs and the quality of the teaching, but a pessimistic view of the future of European education in this province does not seem to be warranted by facts.

CHAPTER X.

Education of other special classes.

(1) Muhammadan Education.

132. *Comparative statistics.*—A classification of pupils by religion will be found in table III (A). In the statistics for 1906-07 Sikhs were classed with Hindus: they have now been ranked separately. The total male population of the province according to the last census is just under eleven millions, of whom nearly six millions are Muhammadans. The percentage of the total male population receiving education in public institutions is 2·5: in the case of Hindus it is 3·6, in that of Sikhs 3, and in that of Muhammadans 1·8. The figures of literacy given in the census report afford additional evidence that numerically Muhammadans lag in the rear of educational progress, and although considerable advance is recorded during the quinquennium, this community is still comparatively inert. One reason is that the Muhammadan population is largely agricultural, and education flourishes best among town-dwellers. Other causes which may be assigned for the backward state of education among Muhammadans are that large numbers of them belong to the poorer classes of working people, who can ill afford to spare their children's services and are slow to realise the advantages of school education, and also that certain sections of them have had in the past a prejudice against education of the modern type, which has retarded the educational advance of the community.

In the English arts colleges of the province Muhammadan students increased from 305 to 527, or by 73 per cent., Hindus and Sikhs from 1,142 to 1,929, or by 69 per cent. The disparity, therefore, was slightly lessened, and the fact that many Muhammadan students resort to the Aligarh College at this stage of education has a bearing on the comparison. In the Law and Medical Colleges the proportion of Muhammadans shows a decided increase, while in the Training College for teachers it is virtually stationary at one-third of the total. In the Agricultural College Muhammadans form one-third of the number of students, and in the Veterinary College and School of Art they are in the majority. The comparative fewness of Muhammadan students of engineering is accounted for by the existence of a large engineering class for Hindus in the Dayanand Anglo-Vedic College.

The number of Muhammadan pupils in secondary schools has risen by 11,456, the increase in the case of high schools for boys being particularly noticeable. The proportion which Muhammadan pupils bear to the total number has slightly increased, but the secondary education of girls exhibits little numerical progress. In primary schools there has been a very marked advance in attendance. The Muhammadan percentage of the total, however,

has declined from 42 to 41. Muhammadan boys in industrial schools number 919 out of 1,545, and in private schools, if the figures of attendance can be taken as approximately accurate, which is extremely doubtful, Muhammadan pupils constitute 59 per cent. of the total number in attendance. On the whole it may be inferred that there is steady progress.

133. *Examinations.*—The number of Muhammadans who passed the Arts and Science degree examinations in 1911-12 was 41, against 26 in 1906-07, and those who passed the examination for Oriental titles increased from 42 to 72. In the professional examinations there was an increase of successes from 91 to 121, law and medicine having apparently become more popular. The Matriculation results show little improvement, but the number of Muhammadan pupils successful in the vernacular middle school examination rose from 290 to 438, and in training school examinations from 103 to 125.

134. *Muhammadan institutions.*—The Islamia College, Lahore, with 180 students, has been provided with fine new buildings, and has made fair progress during the quinquennium. High schools are maintained by the local Anjumans at Lahore, Amritsar, Ludhiana, Hoshiarpur, Multan and Rawalpindi. The best of these is the Amritsar school, which is thoroughly efficient: the management and staffing of the others leave a good deal to be desired. The Ahmadia sect maintains a flourishing and well-equipped high school at Qadian (Gurdaspur district), which has 325 pupils against 214 five years ago. Remarkable advance has been made by the endowed Anglo-Arabic High School at Delhi, which with the help of a Government grant was placed on a much improved footing in 1908: notwithstanding the levy of fees at enhanced rates, the number of pupils has increased from 310 to 880, and the school is now one of the best in the division. Beyond the maintenance of these high schools, the chief signs of organised Muhammadan educational enterprise are a few Anglo-vernacular schools of lower grade, which are not, as a rule, well conducted. There are also many aided elementary schools, especially in the western districts, where Muhammadan pupils are taught by Muhammadan teachers.

135. *Progress by divisions.*—In Delhi "the number of Muhammadan boys and girls has increased in every stage of public schools except the middle department of vernacular schools, where the attendance has gone down by one-seventh."

In Jullundur "except for a middle school started at Dasuya in Hoshiarpur and an Anglo-vernacular primary school and a girls' school and orphanage at Kot Abdul Khaliq, the Muhammadans have shown little enterprise. It is strange that no Muhammadan high school has arisen in Jullundur city. There are a number of board girls' schools in Jullundur city and in the districts of Jullundur and Hoshiarpur, and a number of aided indigenous schools in Ferozepore and Jullundur districts, exclusively attended by Muhammadans. The Arains show some enterprise, and are comparatively advanced." In public schools in this division the rise in Muhammadan attendance has been 2,708 (boys 2,601, girls 107).

In Lahore the number of Muhammadan school pupils increased at all stages of instruction. The percentage for Muhammadan boys and girls rose from 13·2 and 2·1, respectively, to 17 and 3·4, and the increase was greater in the case of Muhammadan boys in public schools than in that of any other community.

In Rawalpindi the total increase of Muhammadan pupils was 7,067. In the secondary stage of Anglo-vernacular schools the number of Muhammadans and Sikhs has more than doubled during the quinquennium, and that of Hindus has gone up by 76 per cent. In the same stage of vernacular schools the numbers have fallen throughout, though in the case of Muhammadans the fall is trifling. The decrease is attributable to a preference for English education. The Inspector, Khan Bahadur Maulvi Umr-ud-din, ascribes the comparative backwardness of the Muhammadans to want of means. He writes:—"There is a satisfactory increase in the number of Muhammadans in village schools, but there are very few parents who an afford to send their sons to Anglo-vernacular schools situated in large

towns, in which, in addition to the school expenses, they have to provide for their board and lodging. This is corroborated by the fact that the number of Muhammadans in the secondary stage of vernacular schools, which are situated in rural tracts where the expenses of education and of living are not so high, is 56 per cent. of the roll, while it is 33 per cent. in the same stage of Anglo-vernacular schools."

In Multan the number of Muhammadan boys attending public schools has increased in a higher ratio than that of Hindus. At the lower stages of education Muhammadans outnumber pupils of other creeds, but at the higher stages they are in a minority. In the secondary classes of Anglo-vernacular schools they form less than one-third of the total. The Inspector thinks that there is steady advance. "Elementary education in aided indigenous schools is mostly in the hands of Muhammadans. English education is now welcomed everywhere; the old prejudice against it on religious grounds has almost disappeared; it claims amongst its advocates the educated as well as the illiterate, the influential zamindars, and in some places the great religious leaders, as at Pakpattan, who wield influence over large masses of people. The spirit of self-help and enterprise is clearly evidenced by the establishment of six Anglo-vernacular schools. Efforts for advancement are earnest at Chiniot, Jhang, Pakpattan, Lyallpur and Multan." The dearth of Muhammadan teachers, which is one hindrance to progress, is partly to be accounted for by the reluctance of educated Muhammadans to enter the teaching profession in preference to callings which offer better chances, and among the reasons for the comparative slowness of educational progress among Muhammadans the Inspector instances the fact that artisans and other classes who depend for their living on manual labour cannot afford to keep their children long at school.

136. *Concessions.*—The "Victoria" scholarships, which are reserved for Muhammadan pupils, were fully utilised in all the divisions during the quinquennium. Preferential treatment is also accorded to Muhammadan pupils in the matter of fee-concessions.

(2) Education of the upper classes.

137. It has been the practice hitherto to attempt a rough annual census of the sons of chiefs and gentlemen of rank in the province, with a view to ascertaining the extent to which children belonging to these classes receive education. Different conceptions of what was meant by rank detracted from the value of the statistics thus collected, and in recent years the inspecting officers have been asked to restrict their enquiries to families mentioned in the standard compilations relating to the Punjab aristocracy. The number of boys regarding whom information has been supplied is 520: all except 45 are in schools or colleges, and only five are apparently not being educated. The figures in themselves have no pretension to exactness, but the fact that inspecting officers have only been able to discover five boys of this class whose education is being neglected is evidence that the advantages of education are now fully appreciated by the aristocracy of the province.

138. *Aitchison College, Lahore.*—This is the only institution in the Punjab which is reserved for the education of boys of rank and family. It is under the control of the Government of India in the Foreign Department, but the immediate management rests with a representative committee. The number of pupils, who belong with few exceptions to the leading families in the Punjab, has increased from 83 to 105. The average age of the boys on admission is twelve years. The Principal considers that there has been during the last five years a distinct improvement in punctuality and regularity of attendance. The instructional condition of the college was favourably reported on by the special inspectors deputed to visit it. The financial position is secured by a large subsidy from the Government of India for the salaries of the staff, in addition to one of Rs. 12,000 from provincial revenues. The necessity for the expansion of the college is not considered to be urgent as yet.

(3) Education of low castes.

139. An increasing number of children of low caste attend ordinary schools, and there seems to be less objection on the part of the higher castes to associate with them on equal terms. 27 low-caste schools, attended by 663 children, are returned for the Delhi division, 23 of which are conducted by Christian missions. Most of the pupils are *Chamars*. Special grants from provincial funds continue to be made for the education of the *Minas*, a criminal tribe. Three low-caste schools were started in Hoshiarpur by the Arya Samaj, but only one survived. The Lahore Inspector alludes to the Arya Samaj movement to elevate low castes, but has not supplied figures relating to the schools which are said to have been started for their benefit. Mission schools for low-caste converts, which are not always returned as low-caste schools, are fairly numerous in the Lahore division. In Rawalpindi there are no low-caste schools, and in Multan it appears that only 129 low-caste children are attending schools. Some of the statistics of literacy given in the latest census report, which relate, it should be said, to the Punjab States as well as British territory, may help to illustrate the magnitude of the task of educating the low-caste population. Four criminal tribes number 67,088 persons, of whom only 200 are classed as literate. *Mochis* number 1,564 literates out of a total of 417,230 persons; *Mussalis* 207 out of 309,530; *Chuhras* 1,290 out of 925,053; and *Chamars* 4,219 out of 1,106,589. In the case of these four castes, therefore, only 7,280 people can read and write out of a total of 2,758,402, and many more instances could be cited. There is evidently a vast field here awaiting educational development.

CHAPTER XI.

Character training.

140. *Direct moral instruction.*—Lessons with a bearing on conduct, usually in the form of stories, are included in the reading-books for the various school classes. Whether such lessons are taught with a view to the language or the purport depends on the teacher, but in any case it can be assumed that if they appeal to the imagination of the pupils, they may exercise some influence on their conduct. A moral reading-book, Murdoch's "My Duties", is commonly studied in Anglo-vernacular secondary schools, and the same remarks are applicable here. The average teacher has not the capacity for imparting direct moral instruction in such a way as to interest and impress his pupils, and an attempt to make such teaching obligatory would inevitably result in a fiasco. It is more reasonable to ask him to endeavour to set a high standard of conduct by his own way of life and in his class discipline. Moral instruction is given, however, as part of doctrinal and other religious teaching in denominational institutions; all the arts colleges in the province except the Government and Oriental Colleges belong to this class, as also the majority of the high schools. Government schools do not attempt such teaching by direct methods, but many of them open with a short prayer, and occasional lectures or sermons are delivered, while other means of impressing good principles on the pupils are the acting of dramas with a moral, the singing of hymns or recitation of moral poems, temperance lectures, and the insistence upon religious observances on the part of boarders. The Education Code permits denominational religious teaching to be given in the premises of Government or board schools out of school hours, but hitherto only one school has availed itself of this concession, which is liable to give a handle to local jealousies.

141. *Denominational schools.*—Without depreciation of the excellent work which many denominational schools are doing for education, a caveat may be entered here against the too common assumption that the value of a school as a moral agency is secured by the inclusion of some form of religious teaching in the course of studies. A weak or unscrupulous headmaster, unable or unwilling to enforce proper discipline, may undo all the good which otherwise might be derived from moral lessons. The unseemly spectacle is sometimes witnessed of a newly-started denominational school doing its best to lure pupils by the offer of concessions or other equally objectionable methods, and condoning breaches

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of discipline in order to swell its numbers. The Department endeavours to discourage such practices by refusing recognition until the school is thought to have atoned for its former delinquencies, but temporary refusal is not a particularly effective check. Some of the new Khalsa schools have attracted unfavourable notice on this account. And in addition to a misplaced zeal to annex pupils at any cost, denominational schools have the disadvantage of widening the breach between religious communities. As Rai Sahib Lala Sunder Das Suri, the Multan Inspector, says, "They put up barriers which interfere with the free intercourse of children professing different creeds, and thus sow seeds of misunderstanding: they feed communal feeling, which is rampant in the province and which is not a happy augury for the future. On the other hand, this feeling serves as a lever for the educational development of the province. Without it the enthusiasm enlisted in the cause of education would be half gone. Only it would be good if it were always kept within bounds." The Government or board school, despite its non-religious character, has at least the definite merit of associating pupils of all classes and creeds on the same plane, and thus promoting mutual forbearance and tolerance, and this advantage is shared by the Christian mission school, the popularity of which with all classes shows that the Biblical instruction which forms part of the teaching is either appreciated or not actively objected to by parents.

142. *General advance.*—The potentialities of school influence on character are liable to be overrated. School life to a great extent reflects the conditions of the home, and if, for instance, the authority of parents is generally weak, the tendency to disregard authority will manifest itself in school, and will need to be counteracted by stronger measures than most schoolmasters are in a position to employ. Lala Sheo Dayal, the Delhi Inspector, writes in this connection:—"It must be observed that the majority of Indian homes have neither the facilities nor the comforts necessary for students; their moral and physical surroundings are not of a high order, and the good effects of a school are much undone there. The parents, with a few honourable exceptions, take little interest in the education of their children." The necessity and the meaning of school discipline are, in fact, hardly realised as yet by most parents, and the teacher has not the force of public opinion on his side. Something, however, has been done to bring about more co-operation between the teacher and the parent: thus periodical reports on the conduct and progress of the pupils are commonly supplied to parents, and they are invited to visit the school on suitable occasions. The class-teacher system, which makes the teacher more or less responsible for a group of pupils and so creates a personal interest in their progress, is usually preferred in secondary schools to the system of assigning subjects to teachers. These and similar measures, however, can have little appreciable effect until a decidedly superior class of men can be induced to enter the profession of teaching. As Mr. Crosse, the Lahore Inspector, points out: "so long as the supply of teachers is so limited that men of any sort have to be welcomed, there can hardly be any great improvement in the moral tone of schools," and Khan Bahadur M. Umruddin writes:—"Most of the teachers have yet to realise that character building is their chief duty, and that the future of their pupils depends mostly on their character and manners." The need of the schools is for strong men who can see and stamp out bad habits.

It is interesting to note that in some colleges and schools the duty of social service is beginning to be recognised. The Forman Christian College emphasises this feature of education, and instances of school students undertaking voluntary work on behalf of the community are recorded from Karnal, Rewari, Moga and elsewhere.

143. *Physical training.*—It is customary to add a few remarks in this chapter upon the system of physical training pursued in the educational institutions of the province, good health and physique and the discipline of organised games being justly considered to assist in developing manly character and a sense of duty to the school. University athletics have already been described in chapter III. For schools there is a completely organised system of physical training and athletic competitions. High schools have their own drill and gymnastic

instructors, and the vernacular schools in the districts are regularly visited by peripatetic instructors in the employ of the boards. Tournaments in cricket, football, hockey and athletics are conducted first in the districts and afterwards, towards the close of the school year, in selected centres for the divisions. Popular interest in these competitions is evinced by the gift of prizes and trophies. In spite of occasional disturbances and disputes, which are always liable to occur at such gatherings, there is evidence that a more friendly and sportsmanlike spirit prevails now than formerly, and there is no reason to question the beneficial effect of the tournaments upon school athletics. Much more, however, remains to be done towards providing school pupils generally, especially those of town secondary schools, with facilities for healthy exercise, as distinct from the training of a few selected pupils for competitions ; and it is satisfactory to find that the need of obtaining adequate playground space is being more generally recognised and supplied. The instructors in physical training usually adhere to the set courses issued many years ago by the Department, which are greatly in need of revision. The supply of gymnastic apparatus to village primary schools has been discontinued, as it is thought that apart from the question of expense, the performance of feats on such apparatus is liable to overtax the strength of the younger pupils, if indiscriminately insisted on. The simple exercises which are classed as *desi kasrat* do not require any apparatus, and are practised regularly throughout the schools of the province, in addition to native games such as *kabaddi*. In village schools the boys are put through the drill and other movements by monitors under the supervision of the teachers, whose knowledge of the subject is derived from their normal school training. Where untrained teachers are employed, reliance has to be placed on the district instructor's visits, which are necessarily brief ; but on the whole the standard of drill is fairly high, and in many cases, especially in vernacular middle schools, excellent displays are given.

CHAPTER XII.

Educational Conferences.

144. *General conferences.*—Former editions of the Punjab Education Code included rules regarding the holding of general and departmental educational conferences annually in April, and defined the constitution of each of these bodies. The rules, however, have long ceased to be rigidly observed. There is no question as to the usefulness of discussions on educational topics which bring the Department into touch with lay opinion, and give representatives of conflicting parties an opportunity for a friendly interchange of views, but a stereotyped form of conference is less likely to serve these purposes than one which is adapted to the occasion. The "departmental" conference has been replaced, therefore, by informal discussions of inspecting officers, who meet after the close of the touring season, and the "general" conference has varied in character according to the questions uppermost at the time.

The first general conference of the period was held in April 1909, and as no such conference had met since 1903, it was sought to elicit representative opinions on the larger educational issues. Over fifty members were invited, including a few Deputy Commissioners, leading lawyers, and press representatives : forty-six attended. Pronouncements were made by this conference on the unification of primary school curricula, the pay of village school teachers, the adoption of a uniform school year, the simplification of the Education Code, the shortening of hours of study in schools, and other questions : time being short, principles rather than details were dealt with. A lengthy and interesting discussion also took place on the claims of Punjabi to replace Urdu in schools, but no unanimity was arrived at. In 1910 a conference was held with the special object of considering a draft curriculum for schools. This conference was attended chiefly by school managers and head masters. Principles were agreed on as regards the lines to be followed in revising the curriculum, and specimen syllabuses were drawn up by sub-committees. The conference of 1911 was confined to departmental officers. Details were worked out regarding the proposed revision of the Subordinate Educational Service,

the new system of distributing the Government grants to district boards for primary education, and a simpler course of study for Normal schools. In 1912, shortly after the close of the quinquennium, another general conference was held. A draft edition of the first part of the Education Code, containing new rules as to grants-in-aid, teachers' certificates, and other matters, was considered at this conference, and a draft scheme of studies for village schools was also examined and approved with a few modifications. The subjects discussed included science teaching in schools, the superintendence of school hostels, and the health and physique of school pupils, the last arousing particular interest. The discussions at all these conferences were fruitful and suggestive.

145. *Headmasters' associations.*—These associations were started in 1908 in the larger educational centres of the province. Membership is not restricted to headmasters, inspecting officers and others who are interested in education being also included. The objects of the associations are to afford scope for local expressions of opinion on educational questions, and to promote harmonious relations between the authorities of the local secondary schools. They are the Inspectors' advisory councils, and they have put forward many useful suggestions which have been adopted subsequently by the Department. Many such local conferences have been held throughout the province, and it may be safely asserted that they have done much to promote good feeling between schools and to stimulate interest in educational matters.

146. *Teachers' associations.*—Associations of assistant teachers of individual secondary schools or groups of schools, primary as well as secondary, hold frequent meetings, with the object of discussing questions of instruction and discipline. Papers are read, or model lessons are delivered and discussed at these gatherings.

CHAPTER XIII.

Preparation and distribution of Text-Books.

147. For the recommendation of suitable text-books for schools the Education Department is largely dependent on the Punjab Text-book Committee, the functions of which are not merely advisory, but extend to the production of books and maps in cases where private enterprise is not likely to come forward. The work of the Committee during the quinquennium has been characterised by two main features—a more liberal attitude to authors and publishers at the risk of the Committee's own publications being displaced, and a widening of activities which has been rendered possible by the favourable terms of a new contract with the Committee's publishers. It may be confidently said that the schools have now at their disposal cheaper and better text-books than before.

148. *Constitution and objects of the Committee.*—The Committee consists of twenty-one members, each nominated for a period of two years, with the Director of Public Instruction as president. Mr. Knowlton, Principal of the Central Training College, has filled the office of secretary since 1908. The Committee, so far as its restricted number permits, is representative of both public and educational interests, and its recommendations are accepted by the Department as those of an expert body, competent to deal with school publications of all kinds, and actuated by the single desire to promote the well-being and efficiency of the schools. In filling up vacancies efforts are made to secure the co-operation of gentlemen who are not only specialists (and so competent to advise regarding text-books dealing with particular subjects), but also able to state the needs of some section of the community. At the present time the Committee consists of six Europeans, six Hindus, six Muhammadans and three Sikhs. On being appointed each member elects to serve on one or more of the eight sub-committees entrusted with some special branch of the Committee's work; and as between forty and fifty meetings are held annually, service on the Committee involves the sacrifice of much time. A branch sub-committee established at Peshawar in 1902 was maintained until 1908, when it was dissolved. The Delhi branch established

at the same time still continues to render valuable assistance, especially in connection with literary productions in Urdu, with which Delhi scholars are particularly well qualified to deal. In order to dispose of its large volume of work, the Committee finds it necessary to meet monthly during the period of the year when the members are resident in Lahore. During the past five years the general Committee has met 42 times, and there have been 178 meetings of sub-committees—a total of 220 meetings.

The Memorandum of Association enumerates the objects of the Committee as follows :—(*a*) the recommendation of suitable text-books in all subjects for schools and colleges ; (*b*) the preparation, translation and publication of text-books ; (*c*) the maintenance of lists of books for the libraries of schools and colleges ; (*d*) the encouragement of the development of vernacular literature ; and (*e*) the maintenance of a library and museum of reference. Thus the original plan of the Committee contemplated advisory functions with regard to books for both schools and colleges, but within recent years it has confined its attention to the consideration of school-books, leaving college text-books to be dealt with by the University.

149. *Recommendation of text-books.*—The growing activity of English publishers, many of whom are now making special efforts to supply the needs of Indian schools, and the general excellence of the English text-books, render the selection of the best and most suitable a task of no small difficulty, but by close scrutiny and careful comparison of new publications with the books already approved, a real effort is made to secure for the schools the best text-books available. Many of the works submitted are written by English authors for English children, and the best that can be done for them, excellent as they are in their own way, is to recommend them for libraries and prizes ; but the number of books in English prepared specially for Punjab schools is steadily increasing, and the choice open to the teacher is larger than ever before. In selecting text-books for recommendation to the Department, it is not alone considered essential that the subject-matter should conform to the Punjab curriculum, and that the method should be on modern and approved lines, but also that the books should possess literary and artistic merit, should be well illustrated, if possible with coloured pictures, and should be priced so as to be within the means of those for whom they are prescribed. The maintenance of this ideal has naturally led to the development of a policy of encouraging the private author and publisher, for the Committee has not hesitated to displace its own publications in favour of those of other publishers where the latter have shown superior merit. It will probably be some years before India will be in a position to compete on equal terms with the West in the production of school-books in English, but the policy of the Committee will, it is believed, do much to encourage local effort in this direction. Another departure during the quinquennium has been the inclusion of a larger number of alternative text-books in the various subjects. This not only affords wider scope to the teacher, and stimulates his initiative, but it also enables the Committee to patronise the efforts of a larger number of publishers, some of which it would not otherwise be able to encourage.

The number of publications dealt with during the past year was 581, against 483 in 1906-07. During the past five years no less than 2,258 works were received, reviewed, and disposed of by the Committee. Of these 351 were recommended for adoption as text-books and 316 for inclusion in school libraries.

150. *Preparation of text-books.*—While the production of text-books in English is improving year by year, private enterprise in the preparation of vernacular school-books is yet to develop. The number of text-books published privately in the vernaculars, and designed to meet the requirements of the Punjab curricula, is still comparatively small, and only a certain proportion of these are of sufficient merit to justify the Committee in recommending their adoption. Want of accuracy, inferiority of printing and binding, excessive price, and even piracy of the rights of other publishers and authors are among

the reasons for the rejection of some of the publications submitted. In these circumstances the Committee has not been able to lessen its own direct responsibilities in the preparation and publication of vernacular books. The Text-Book Revision Committee, which was appointed by Government in September 1905 for the purpose of improving the vernacular text-books used in the province, was dissolved in January 1908, having sat for two years and four months. The most valuable work accomplished was the preparation of a new series of readers in Urdu and Punjabi for primary schools for boys and girls, and courses of reading in Arabic and Sanskrit for the five secondary classes. Nineteen of the volumes prepared have already been published, and have been very favourably received. In all 40 new books have been published during the quinquennium. These include fourteen vernacular readers, four courses of reading in Hindi and Punjabi for students under training, five Arabic readers, two geographies, two science primers, Persian and Arabic grammars, a Sanskrit reader, a text-book on Urdu composition for primary classes, and manuals of kindergarten and school management in Hindi and Punjabi, translations of works already published by the Committee in Urdu. An Urdu translation of the late Professor Chatterjee's Algebra has been issued for middle schools; Lalas Devi Dayal and Sheo Dayal have (under the directions of the Committee) brought out an arithmetic for rural schools and a text-book of mensuration for primary classes; Lala Sheo Dayal has produced a small pamphlet on graphs; and several excellent wall-maps prepared by Mr. Tydeman have been published. Courses of instruction in drawing and educational handwork have been issued, and to assist teachers in the preparation and delivery of their lessons an Urdu translation of "Hints to Teachers" has been published and a simplified version of "Ilm-ul-Talim" brought out. The Director of Agriculture has revised "Kaghzat-i-Zamin-i-Panjab ke Intizam ka Ibtadai Risala." The important subject of hygiene has received much attention. Miss Staley's "Lessons on Health and Disease" has been translated into Urdu. The English and Urdu editions of Mrs. Hendley's "Personal and Domestic Hygiene" are being revised and brought up to date. Major Perry's interesting and popular "Life, Light and Cleanliness" has been published and translated into two or three of the Indian vernaculars. Urdu and English editions of Mr. Wyatt's chart of suggestions for the preservation of eyesight in schools has been distributed to schools, with leaflets dealing with malaria and how to avoid it. Another useful publication issued was Mr. Fleming's "Educational Opportunities in Laboratory Work."

As new editions of the Committee's publications are called for, the opportunity is taken of revising them and bringing them up to date. In this way 36 publications have been revised during the past five years, including sixteen district and other geographies, eight district maps, three readers, three Persian text-books, and a number of text-books in Urdu.

Consistent efforts have been made of late to emphasise the importance of good illustrations in books for children. Not only has the number of illustrations in the Committee's own publications been increased, but in making recommendations to the Department preference is always given to well-illustrated books wherever possible. This principle has prompted the Committee to enter into an arrangement with Messrs. A. & C. Black for the production of an Urdu edition of their "Child's World in Pictures." The letterpress has been translated under the auspices of the Committee, and the publishers have agreed to supply the coloured pictures of the original. The book will probably be the best illustrated work ever produced in the Punjab.

The Punjab Religious Book Society having taken up the translation of standard English books, the Committee has undertaken to provide 25 per cent. of the cost of production of approved works. "John Halifax, Gentleman," in Urdu has already been published under this arrangement, and three other translations are in hand.

151. *Terms of the new contract.*—The terms of the contract with the Committee's publishers were revised in 1909. Tenders were called for, and considerable anxiety was evinced by local firms to obtain a share of the Committee's patronage. The Committee were, however, averse to any change which

might disperse responsibility and interfere with the regular supply of books to schools, and it was eventually decided that the contract with Messrs. Gulab Singh and Sons should be renewed. The competition thus introduced was partly responsible for an offer of terms which were much more favourable to the Committee and the schools than those of former contracts. The royalty, which under the last contract was less than Rs. 12,000, is now more than Rs. 20,000 a year. The price of all books with few exceptions is fixed at the uniform rate of 1,000 pages per rupee, the price of Urdu and Gurmukhi primers is now six pies per copy, a discount of 10 per cent. on all orders of the value of Rs. 20 and upwards has been secured for the trade, and parcels of the same value are now delivered carriage paid at any railway station in the Punjab and North-West Frontier Province.

152. *Presentation of books to school libraries.*—The improved financial condition of the Committee under the more favourable terms of the new contract have enabled it to make much more liberal grants than were formerly possible for the purchase of books for presentation to school libraries. The sum of Rs. 8,000 per annum is now included in the budget for this purpose, in addition to a grant of Rs. 1,500 given annually from provincial funds since 1909, and intended specially for the improvement of the libraries of vernacular middle schools. During the past five years the Committee has thus distributed 45,043 volumes, and 50,000 pamphlets published by the Committee on "Malaria," "The Care of Eyesight," and "Education as Road-Making," the outlay amounting to Rs. 23,000 as compared with Rs. 10,250 during the previous five years. School libraries have thus been augmented as follows:—Anglo-vernacular schools 72 books; vernacular middle schools 95 books; girls' schools 35 books; training institutions 46 books; and European schools 6 books each. Nor have the village schools been forgotten, although their large number renders the presentation of even a single inexpensive book an undertaking of considerable cost. Each primary school has received nine books, a set of thirty-two coloured pictures for wall decoration, and orders have been placed for the supply of coloured portraits of the King-Emperor and Queen-Empress for presentation to every school in memory of the Delhi Durbar of 1911. The cost of the gifts to primary schools alone has been Rs. 4,500. In order that the best possible selection of books should be made for presentation to schools, a list of suitable works is maintained during the year, from which a choice is made up to the limit of the budget provision towards the end of the financial year.

153. *Encouragement of authorship.*—In addition to the direct work of preparing, translating and publishing vernacular books, the Committee endeavours to encourage the production of good vernacular literature by the provision of Rs. 1,000 annually to augment the Government grant of Rs. 2,500 for the patronage of literature. The selection of authors for award from this fund was formerly made by the Department, but for the past three years the works submitted have been considered and recommendations made by the Text-Book Committee. These awards are more eagerly sought after year by year, and the number of authors (41) who sent in original works for competition in 1912 was the largest on record. Seven Urdu authors received Rs. 1,500, seven Hindi authors Rs. 1,400, and three Punjabi authors Rs. 600. Forty-six awards, varying in amount from Rs. 100 to Rs. 400, have been made during the past three years.

154. *Library and museum.*—Limitations of space and considerations of utility and efficiency led to a complete overhauling of the Committee's library and museum in 1909. Old and obsolete books, maps and charts, and apparatus which had been superseded by productions of later design were removed, each section of the library being carefully gone over by a special sub-committee appointed for the purpose. At the same time constant additions are being made, either by purchase or as gifts, from publishers. In selecting books for purchase, use is made of the published list of additions to the library of the English Board of Education. During the quinquennium 2,255 volumes have been added to the library at a cost to the Committee of Rs. 2,700.

The hours of attendance were altered in 1908 from 10 A.M.—4 P.M. to 12 noon—6 P.M., so as to afford greater facilities to teachers and students to visit the library after the work of the day is over, and a gratifying increase

in the number using the library has resulted. The practice of circulating books among mofussil teachers through the agency of inspectors of schools has continued.

155. *Finance.*—The balance in hand on the 1st April 1912 was Rs. 74,036, of which Rs. 65,500 was held in fixed deposit by the Bank of Bengal. This sum includes Rs. 45,500, the second moiety of payment on account of royalty for the five years' period of contract. The financial condition of the Committee is therefore most satisfactory. The budget estimates for the year 1912-13 amount to Rs. 29,585.

156. *Comparison with* 1906-07.—A comparison of the work of the year under report with that of 1906-07 will show that while there has been a decrease in the working expenses of the Committee, the work has developed in every direction. This has necessitated more frequent meetings of the general Committee, and as a result the annual number of meetings has risen from five to ten. The number of publications considered has greatly increased. Private enterprise has been encouraged by the inclusion of a large number of works as alternative text-books and supplementary readers: five years ago the number of works (other than the Committee's publications) authorised for use in Government and Board schools was 259, while at the present time the number of works included in the list is 575. The amount expended on the purchase of books and apparatus for presentation to schools has been trebled: in 1907 it was less than Rs. 3,000; at the present time it is more than Rs. 8,000. The encouragement of good vernacular literature has been systematically undertaken. The pay and prospects of the clerical staff have been improved by raising the initial salaries, adopting a system of annual increments, and establishing a provident fund. The financial position of the Committee is stronger than it was five years ago: then the balance in hand was Rs. 33,655, now it is Rs. 74,036.

157. Mr. Knowlton, the Secretary, continues to guide the operations of the Committee with thoroughness and zeal, and the thanks of all who are interested in the educational progress of the province are due to the non-official members of that body and to other volunteer helpers for the time and labour which they freely devote to the task of endeavouring to secure for the schools the best text-books and equipment which modern educational science provides.

CHAPTER XIV.

Miscellaneous—Education in Native States.

158. The Education Department exercises no control over the educational institutions in the states situated within the political jurisdiction of the Punjab Government, except in regard to the recognition of schools for the purpose of public examinations. The secondary schools, however, are frequently visited and reported on by the divisional inspectors at the invitation of the state authorities, and there is much community of policy. Statistics of education in the states not having been supplied for the purpose of this report, there is insufficient material for a comprehensive survey, but, as reports have been kindly sent from Patiala, Jind, Faridkot and Bahawalpur, a brief reference to the condition of education in those states may be of interest.

Speaking generally, the states are educationally backward, as compared with British territory. In Patiala, for instance, the percentage of public institutions to the number of towns and villages is only 6·6 against 22·08 in the Punjab, and the percentage of pupils to the estimated population of school-going age is 6 against 12·7: Jind (population 271,728) has 30 schools: Bahawalpur (population 780,641) has about 400 maktabs, 42 primary schools, 11 middle schools, 7 "theological" schools, one high school, one girls' school, and one college. Faridkot, however, has 50 village primary schools for a population of 130,294. Some advance is recorded in all instances, especially in Patiala, where there was an increase of 39 institutions and 2,356 pupils in the year 1911-12, and eight new school buildings were erected, partly from subscriptions. The people of Bahawalpur, the Director says, prefer the old-fashioned kind of education, such as is imparted in maktabs.

The divisional inspectors visited the chief secondary schools in the various states by invitation, and their reports were mostly favourable.

J. C. GODLEY,

Director of Public Instruction, Punjab.

APPENDIX A.

CHANGES OF SYSTEM CARRIED OUT BY THE PUNJAB UNIVERSITY DURING THE QUINQUENNIUM.

1. *Improvement in courses of study.*—(*a*) *Science.*—The changes in the science courses have been directed towards improvement in the method of teaching; securing adequate attention to the practical laboratory work actually done by students; and giving a distinctive value and character to the degree of B.Sc. by confining it to those candidates only who offer two branches of study involving practical laboratory work. The following are details:—

In order to reduce by one year the time necessary to obtain a degree in Medicine, the Preliminary Scientific examination of the Medical College has been abolished, and the courses in physics, chemistry and biology for the Intermediate examination of the Science Faculty so modified as to qualify a student who passes the examination along with an additional test in chemistry to enter what was formerly the second year of the Medical College course. Under this arrangement, the arts colleges give all the preliminary scientific training to students who enter the Medical College.

The prescribed courses in science for the Arts and Science Faculties have been made identical. In the Matriculation examination (Arts Faculty) science is an optional subject, and the standard of the course was formerly below that prescribed for the corresponding examinations of the Science Faculty. As, however, matriculates of either Faculty are admitted to the Intermediate science classes, it has been found necessary to ensure that a uniform groundwork has been covered by all candidates. In the higher examinations the difference of standard between the two Faculties was confined to the practical test. This anomaly has now been removed.

The importance of practical laboratory work for each student has been increasingly emphasised. Formerly the test was little more than oral, but in 1907 steps were taken to give each candidate a thoroughly practical examination, which now occupies from two to three hours in the Intermediate examination to two to three days in the M.Sc. examination. Students are also required to produce their original laboratory note-books for inspection by the examiner. These requirements call for increased attention to practical work, and regulations have been passed limiting the size of a practical class under one instructor to twenty students.

Anomalies have been removed by confining the B. Sc. degree to those taking two laboratory subjects, students offering only one such subject receiving the B.A. degree. Under certain restrictions, providing for suitable preliminary training, students are permitted to migrate from the Arts to the Science Faculty, or *vice versâ*, after passing the Intermediate examination.

It is recognized that the amount of laboratory work now demanded of the B.Sc. student makes a very heavy call upon his time, and places him at a disadvantage compared with the B.A. student as to the time available for his literary studies in English, the courses in this subject having hitherto been identical in the two Faculties. This consideration has led to a regulation which relieves the B.Sc. student of the course in English poetry. He will, however, continue to study the same prose, and also an additional course in general English reading, which has been prescribed for both Arts and Science candidates.

(*b*) *Engineering.*—In 1911 the syllabus for the Certificate in Engineering was entirely recast. The scope of the examination in the various subjects was raised so as to approximate to the Rurki College standard, and provision was made for a much more extensive and searching practical examination. The introduction of the new regulations governing this examination synchronises with the transfer of the Government School of Engineering from Lahore to much more suitable and commodious premises at Rasul.

(*c*) *History and Economics.*—The modifications introduced into the courses in history and economics during the past few years have been made with a view to securing for the subject of economics that degree of recognition which its importance demands. Prior to 1909, political economy had only 40 marks assigned to it out of 150 in the B.A. examination, and only one out of six papers in the M.A.; in both examinations it was included under history. In 1909, though still linked with history, it was given equal value with that subject, with 75 marks allotted in the B.A., and three papers in the M.A. From 1912 the subjects are entirely separated in both examinations.

The separation of these subjects and the consequent revision of the courses had presented the opportunity of remodelling the syllabus in history. The candidate for Matriculation is now required to have a thorough grounding in Indian history only, the study of English history being begun at college, where it can be more efficiently taught than in school. The scheme of studies drawn up by the Board and approved by the Faculty is designed to cultivate the historic sense of the student by proceeding from outlines in the early stages to an intimate knowledge of selected periods and movements, with some acquaintance with original sources, in the higher examinations.

(*d*) *Teaching.*—Under the regulations governing the Bachelor of Teaching Degree examination it was formerly necessary for a candidate to attend the Training College for two years after graduation, in order to qualify for the degree. This period was in 1911 reduced to one year, with the immediate effect of raising the number of candidates for the degree from an average of 9 during the quinquennium to 34 in 1912.

The courses of study have since been modified so as to meet this altered condition, and with a view to placing greater emphasis on the practical side of the work. From 1913 candidates will be required to produce records of lessons delivered during the year; and in addition to the course in the general method of teaching, each candidate will study specially he methods of teaching English and one other selected subject. In order to permit of the nclusion of these professional courses, the history of education as a separate subject has been omitted.

(*e*) *Oriental courses.*—The courses leading up to the degrees in Oriental learning have been modified with a view to bringing them more into line with present demands. English, which was an optional subject, has now been made compulsory at the Matriculation and Intermediate stages. History has been made compulsory for the B.O.L. degree, and in the examination for the M.O.L. Persian has been given a place as alternative with Sanskrit or Arabic.

(*f*) *Law examinations.*—The First Certificate and the Licentiate examinations in Law formerly conducted in English and also in the vernacular were discontinued in 1909.

(*g*) *Medical examinations.*—The courses of reading in the Medical College now lead up to the degrees of M.B. and B.S. instead of to the Licentiateship in Medicine and Surgery as formerly. Regulations were framed enabling candidates who failed in the examinations for Licentiateship in the year 1909-10 to re-appear in the corresponding examinations for M.B. and B.S.

2. *The University calendar.*—In accordance with long-established practice, the University examinations were until 1910 held annually in the month of March, and although under this arrangement the students underwent the ordeal of examination at a season when they could work in comfort during the whole day, it had long been felt by heads of colleges that a more economical use could be made of the time available for college work by a re-arrangement of the academical year. Moreover, under the old regulations, examiners were required to work at high pressure in order that the result statements might be published in time to permit of the formation of new classes at the beginning of May, when the short summer term of ten weeks commenced, and third year students were required to rejoin college in the hot weather, shortly after an examination, without adequate rest and recuperation. The outstanding defects in this system were, therefore, that examiners were unduly hurried in looking over answer-papers, and that the period for lectures and study was broken in two by the college vacation. The regulations which came into operation in 1911 have been framed with a view to the removal of these defects. The college term now commences after the vacation in the middle of September, and goes on continuously during the best season of the year for nearly nine months, while the change of the date of the examination affords time to examiners to look over answer-papers without undue haste. The interests of the students have been provided for by arranging for the examinations to be held in the cool of the morning from 7 to 10 A. M., only one paper being given daily. A single year's experience of the altered conditions gives promise that the anticipated increase in efficiency will be fully realised.

This change in the University calendar has led to a revision of the regulations relating to the time for joining affiliated colleges; as there is now ample time after the publication of the examination results for students to make up their minds as to the college and classes they wish to join, more punctual registration of names has been insisted upon and secured.

3. *Examination by compartments.*—This important principle has been recognised and arranged for in the B.A. and B. Sc. examinations, the examinations of the Medical Faculty and in the First Examination in Law. The new regulations are as follows:—

In the B.A. and B.Sc. examinations a student who has obtained 45 per cent. of the aggregate number of marks but has failed in one subject only, obtaining not less than 25 per cent. of marks in that subject, is admitted to the examination of the following year after that, in the subject in which he failed. This regulation came into operation in 1910.

In the Medical Faculty examinations 50 per cent. of the aggregate number of marks is required instead of 45 per cent. as in the B.A. and B.Sc. This rule came into force in 1910.

In the First Examination in Law a candidate who fails in not more than one of the seven papers set, but who obtains two-thirds or more of the aggregate number of marks allotted to the papers in which he passes, shall, on presenting himself at a subsequent examination, be required to pass only in the paper in which he so failed.

4. *Examination fees.*—The loss of revenue sustained by the University by the abolition of the Middle School examination necessitated a revision of the fees of certain examinations. In 1908 the fee for Matriculation was raised from Rs. 20 to Rs. 22 and for the certificate in Engineering Examination from Rs. 16 to Rs. 20.

The last-named examination has recently been made much more thorough in both written and practical work, and regulations have been passed further enhancing the fee to Rs. 25.

The fee for private candidates in the Matriculation examination has been fixed at Rs. 20 instead of Rs. 12, except in the case of female candidates.

5. *Recognition of schools.*—With a view to securing a satisfactory standard of efficiency in schools sending up candidates for the Matriculation examination, it has recently been ruled that "immediately after the result statements have been issued the Registrar shall

prepare a list of recognised schools which have failed to obtain an average of 33 per cent. of passes in the three preceding examinations, including the examination just ended. The syndicate may then arrange for a special inspection of any such school, with a view to ascertaining the competence of the staff, the nature of the teaching and the mode in which class promotions are made. On receipt of a report on these points the Syndicate shall decide whether recognition of the school should be continued."

6. *Scholarships.*—The regulations relating to the number and value of University scholarships have recently undergone revision. The rules under which the awards have so far been made were introduced as long ago as 1886. In the meantime, the fees at nearly all colleges have been enhanced, the cost of living has risen, the standard of University life is higher, and the intrinsic value of a scholarship to the holder is consequently much lower than formerly.

Under the revised rules the number of scholarships will be increased; the monthly rate will be higher; and a system of subject scholarships for the higher examinations of the Arts and Science Faculties will be instituted.

7. *Prizes for the encouragement of vernacular literature.*—By a resolution of the Senate, dated the 31st March 1909, the University awards annually the sum of Rs. 2,000 as prizes for the encouragement of vernacular literature, and in April 1911 it was further resolved that the reward should be given in rotation for productions in Urdu, Hindi and Punjabi.

In 1910 prizes were awarded of Rs. 1,500 to Maulvi Shibli Nomani, Shams-ul-Ulama, for a history of Persian literature in Urdu, and of Rs. 500 to M. Zafar Ali Khan for his Urdu translation of Draper's *Conflict between Science and Religion.*

In 1911 the prize of Rs. 1,500 was awarded to Lala Diwan Chand, M.A., Professor of Philosophy in the D. A.-V. College, Lahore, for Paschami Tark (History of Philosophy), and the prize of Rs. 500 to Pandit Raja Ram for a translation in Hindi of Ramayan.

8. *Research studentships.*—Prior to 1911 the income from certain endowments was devoted to the maintenance of University Readers and Translators, whose duty was to give instruction in the Oriental College or to render into vernacular approved works for the use of students. These funds are now utilised for the upkeep of research studentships.

The study or research work may relate to any aspect or portion of the following, provided that two consecutive appointments shall not be devoted to work not connected with the Punjab, and that ordinarily two consecutive appointments shall not be devoted to closely related subjects:—

1. Zoology, botany or geology of India.
2. Anthropology of India, including anthropometry and study of custom and folklore.
3. Archæology of India, including architecture and numismatics.
4. History of any Oriental art, craft or science.
5. Application of any branch of science to any Indian industry.
6. Any Oriental language or literature not admissible for other studentships.

APPENDIX B.

The relation of the Matriculation examination to work in schools.

By Mr. H. G. Wyatt, B. A., Inspector of Schools, Jullundur division.

The influence which a public final examination exerts upon the life of a school is largely proportioned to the importance which pupils and teachers attach to success in that examination; and this influence is the more freely exercised in a community in which there is no strong traditional ideal of education to counteract it. In the Punjab success in the Matriculation examination is the recognised passport to coveted positions, and the consequent supremacy of a single motive in the mind of a school has no active general ideal to dispute it. A public examination may still rank as a necessary evil, but an analysis of the effects of an examination on the daily life of a school may enable us to detect whether and where that evil is reducible. In the circumstances given, the existence of an examination as a 'terminus ad quem' of secondary school life must, unless the examination is impossibly perfect, degrade the pupil's educational ideal. The end of his school career in time is mistaken for its end in reality. This, no doubt, is inevitable, but, once admitted, it means that the process as well as the goal of education, is also dominated by the public examination, and the pupil's view of the process colours his view of the goal; a perfect examination would be able to make its subordinate position in the educational scheme clear, a bad examination exalts itself.

As the case now stands—and this is not true of the Punjab alone—the school pupil fails to establish any substantial relation between his school work and actual life and its requirements. His main school occupation is the learning of a number of subjects, the matter of which, if he thinks about it at all, seems conventionally and arbitrarily chosen apart from other concerns of his daily life, but which custom requires him to master as a condition of his being given certain appointments in which little of that matter is of any use to him: so that he may safely learn it in the hope of forgetting it afterwards. So much of the matter as he sees to be of use—the English language, for example—is of material use only, because he could not deal with English-knowing people without it. Thus some of his studies seem chosen for their material utility afterwards, and others for no particular reason.

I do not, of course, claim that the pupil could express this opinion : he scarcely knows that he holds it : but it remains the point of view from which he regards his school pursuits. It is important, and not difficult, to analyse this opinion into its parts, to discover the elements that substantiate, and, indeed, justify it. The actual work in Punjab schools is, very largely, the accumulation, in the pupil's mind, of subject-matter, whether it be rules of mathematics, facts of history, class-room experiments in science, or the words of a foreign language. And, secondly, it is, very largely, the accumulation of so much matter in so much time : the course has to be finished. And, thirdly, the bulk of this matter is got in the class-room from a book; and this class-room work, this learning from a book, appears to have no relation to other daily practical duties and problems of life or to any ability in dealing with them. In life you have things, business, men; in school, words, study, books.

This statement of the case may be held to be extreme, in view of the existence in schools of such *practical* or realistic subjects as chemistry and physics, agriculture, mensuration, and object lessons. Every inspecting officer, however, is aware that these subjects are practical and 'real' in name only, because they are turned into book subjects. The fact is that the attitude of the school as a whole—of pupil and teacher—is vitiated by this prevalent unreality, and the subjects expected to counteract it are the very subjects which illustrate it best. The lessons in science proceed, it is true, by demonstration and experiment : the pupil describes the experiment, draws a diagram of the apparatus, and 'learns up' the phenomenon. But the active aim of the teaching is not to train him surely in scientific methods of observation and thought, or to interest him in seeking and solving the problems presented him in industry and nature, but to accumulate in his mind a body of 'science' facts and of the experiments which prove them. Thus he will be able in the examination to 'describe some experiments to show that there are two kinds of electricity', or to 'state the properties of liquids, and describe experiments to illustrate these properties,' or to 'give a method by which we may compare the specific heats of two substances,' and so on. Agriculture is learnt mainly from a book, a little mensuration is done, badly, in the field, and the grotesque untruths that are generally countenanced in the teaching of object lessons only show how the prevailing vice can spread. Object lessons still proceed by comparisons or observations in the class-room of unlifelike models, or the learning up of notes.

The question, accordingly, arises of the part which the final examination—for the Entrance examination is, in effect, this—takes in the matter: does the examination help to eradicate the vice, and could it? A mainly paper examination is, of course, by its nature precluded from testing much that the school should teach, it can test qualities of character and practical ability and judgment to a very limited degree; but, within limits, it can influence aright the spirit and methods of instruction. A comparison of the papers set this year with those of five years ago reveals an advance in this direction, but it also shows that the actual influence and possibilities of the examination are either not yet realised, or that the type of student desired by the University for its purposes is not the type of pupil desirable in the high classes of schools. This note assumes, in the first place, that what is desirable in the pupil is not mere accumulation of knowledge or information or that the pupil should know a certain fixed amount, but a certain power of straight thinking, and of obtaining knowledge independently and of applying that power and knowledge in the affairs of his life outside the school—in short, ability more than information. Of course a minimum of knowledge is essential. But one has only to peruse the question papers to conclude that the examination fails needlessly in this respect.

In the first place, in no paper is the candidate allowed a selection of questions, which implies that all are expected to have covered the same whole course in each subject. Whatever may be the theoretical justification of this practice, in fact it undoubtedly has meant that the endeavour of the school pupil is merely to 'get through' so much in so much time. Whether the courses are in theory only as much as may be expected of a boy at the top of a high school is not to the point; whether they represent a reasonable minimum or not, in actual fact the pupil, and the teacher, have in view the sole aim of getting the ground covered, of teaching everything in order to answer anything. And as amount of knowledge takes first place in the mind of the school, so less importance is attached to quality. To think accurately, to think deeply, to think round a topic, to think on observation of *things*, all this takes too much time; it takes less time to commit to memory book pages or dictated notes, or answers ready given in 'cram' books, whether the matter is understood or not. This is the fact in schools, whatever may be the examination theory; and although a change in the examination papers may not of itself effect an improvement, it may allow other agencies to effect it, and can obliterate the unwholesome phenomenon at present witnessed of the inspection driving the school for half a year in one direction, and the examination pulling it for the other half in another. It may be added that a choice of questions also admits of the teachers exercising some choice in syllabus, and of some intensity of teaching in topics in which teacher or pupil are interested, or which the circumstances of the school suggest. At present the course of the instruction is evenly monotonous, and reluctance to diverge or to enlarge forestalls much possible interest.

Apart from the papers as a whole, a decisive influence on methods of teaching can be exerted by the type of question put. The questions of previous years are studied by teachers and pupils, with a view to discovering the kind of question that is likely to be set. If the questions are such as can be answered by mere book knowledge, or by a mechanical application of learnt rules, or by doing and describing class-room experiments only, rules will be mechanically

practised, books committed to memory, and experiments done and described. Setting aside for a moment the subject of languages, with the exception of the questions in geography the questions that predominate at present are of this type. In demonstrative geometry the questions are chiefly on text-book propositions, which require only the effort of understanding on the part of the pupil (he may succeed in memorising them without), and no independent thought ; in arithmetic and algebra problems are few, and most questions are answerable by the mechanical application of known rules. The excellence of a good problem lies in the mental processes enforced in detecting which known rule happens to apply. The questions last set in history directly encourage memorising of book matter: seven of the questions ask for mere information, some for dates that are not particularly important, two only for casual relations, none test the pupil's power of connecting geographical conditions with historical events, none his power of drawing inferences for himself or his knowledge of the conditions of the people or of the picturesque and scenic side of history. Local history could also be introduced in the examination, though this perhaps may be considered a refinement. The net effect of such a paper as this upon school work is to encourage the amassing of facts and dates, and the practice of collecting isolated sets of events around historical names, and the learning of a history text-book, the longest book recommended being usually preferred, to ensure the scope of the examination being covered.

The subject of languages calls for separate consideration ; and of the languages the most important is probably English. The teaching of English is undergoing a reform in schools, as the aims and principles of the newer methods of modern language teaching are becoming more widely known. It is realised that the primary object is the practical one of enabling the pupil to make a proper use of the language, *i.e.* to speak and understand it, to write it, and to read it ; and that the secondary object, *viz.* of imparting literary taste and interest, is best effected through securing the first. It should be added that the second is a goal not visible in schools under present conditions, and will remain out of sight for some time. But another point of importance is that in secondary schools in the Punjab English is not merely an accessory foreign language as French or German is in English schools, but a main language, a second mother-tongue, through which must be practised the art of composition that is practised in Europe through the vernacular. There is no doubt that the Matriculation question papers of the last year or so have much improved their influence in forwarding these objects, but their effect in schools is still in some points unfortunate, and, to judge from the courses published for the examination of 1913, may continue to be so. To devise a practicable and satisfactory test of oral ability in English is no doubt difficult, though if it be given small place in the examination the oral composition of the high pupils tends to proportionate neglect. They should be able to speak better English than they do. The Entrance examination gives to the oral test one-fifteenth of the total marks.

In written composition and ability to write grammatically and idiomatically is an essential part of a pupil's language equipment, but schools still suffer through an inappropriate choice of subject, and insufficient attention to the art of composition. The two defects are related. So long as pupils are set 'essays' to write upon abstract reflective subjects, fruitful ideas upon which do not naturally form before the age of manhood, so long will the teacher's time be occupied in finding ideas for them ; and he will be able to spend less time in teaching them how to obtain clearness and accuracy of expression. The list of topics set in the last examination paper is as follows :—

(1) Some of the advantages to be derived from the study of geography, or
(2) The importance of religious instruction in schools, or
(3) Hope, or
(4) The Cat, or
(5) The English language.

Essays corresponding to these are set in schools on 'Courage' and 'The Donkey' and others that demand a power of reflection and a knowledge that is above the level of most school boys. In the case of a subject like 'The Cat' the essays done by the high classes in English recall their early object lessons in the lower primary—they are trivial and obvious to a degree ; and in the other subjects the pupils merely transcribe in various forms ideas that have been furnished them by their teachers, or repeat moral platitudes which they have never made their own. On the other hand, I have known high school pupils write freely on such topics as the following :—

(1) What would you do with Rs. 1,000, if I gave it you ?
(2) Describe the scenes you could see during a journey in an aeroplane from Bombay to Calcutta in October (use your atlases).
(3) Your school catches fire ; describe the events that follow.
(4) Explain how you would build your ideal house.
(5) Write out an argument between yourself and a policeman who accuses you of stealing a Rs. 10 note ; and so on.

Boys readily evolve ideas on such concrete topics, and get far more practice in writing English thereby than they do when their stock of ideas is secondhand or small ; while, on the other hand, the teacher is enabled to give to a discussion of the form and arrangement of the essay, the choice of words, the order of the sentence, etc., time previously spent on excogitating and dictating headings.

A second misfortune, in its effect on school methods, is inflicted in the prescription for paper (*b*) in the new syllabus for 1913. Questions are to be set on the subject-matter and language of the following set books :—

A Book of Golden Deeds, I and II.

Laureate Poetry, Book III.

It seems clear that in a boy learning English what is required is ability to use English, not a knowledge of the contents of a book. It is of course convenient to a teacher for the pupil to have a book which may readily provide material on which the language lessons can be based, but to teach *through* a book is one thing, to teach its contents another. In any case the actual effect of this prescription in schools is that in the daily lessons the time which should be spent in practising idiom or grammar or continuous composition with a constant eye to the language is spent instead in digesting the matter of a story and annotations upon the text. This might be the less injurious if the texts selected were suitable, but a glance at the contents of the 'Laureate Poetry Book' will declare its inaptitude for India. Of the 38 poems in the book there are few which boys and Indian teachers unacquainted with England and English life and scenes can understand, while literary appreciation is in any case out of the question. 'The Windmill' (no boy in a class I questioned had seen one, or could explain the comparison to a giant which occurs in the first line), 'A Song from the Tub,' 'The Homes of England', 'The Brook,' 'The Month of March', 'The Children's Hour' : the subject matter of these and others is alien to the Indian pupil, as it is to any but an English teacher. It will be noticed that these text-books account for a third of all the marks assigned to English.

Scarcely less unhappy is the effect in schools of the place given to translation into English. From the point of view of language teaching most of the translation into English that is done in schools is waste of time. The practice of this form of translation is unnecessary for teaching boys either to speak, or to write, or to read, the English language, and translation as an art is a refinement in language teaching which should be postponed till the mastery of ordinary language is secured. Nor indeed, strange as it may seem, is practice in translation the most effective means of teaching it. If a pupil knows two languages sufficiently well, translation comes spontaneously. But the languages are best learnt by learning them directly, that is, by constant practice in reading, writing and speaking in the language itself. Yet the setting of translation into English in the examination inevitably results in periods set aside for this on the weekly time-table in schools, time that might be more profitably employed in the direct practice of oral or written composition. It would not be difficult to apply the principles which hold of English to other languages : it is, of course, clear that in a language that is learnt mainly for the reading of its literature, translation into that language is superfluous, but there may be special reasons for requiring the translation of an Urdu passage into Sanskrit. However that may be, sufficient examples have probably been given to exhibit the actual influence upon teaching in schools of the Entrance examination as observed again and again in inspection after inspection.

This note is not intended, however, to be a criticism, but a statement of facts, and if it appears to be the former, it is because it deliberately takes the standpoint of the interests of the school pupil from that of the University student the present conditions may be perfectly justifiable, but it would seem a pity if the desirable high school pupil were not also the desirable University student.

APPENDIX C.

The "direct method" of teaching English.

By Mr. M. Crosse, M.A., Inspector of Schools, Lahore division.

The direct method of teaching languages, which has taken such a firm hold in Europe, has evidently come to stay in India. It seems to have been formally introduced into Bengal, Madras, Bombay and into the Lahore division of the Punjab, about the same time, *viz.* 1908. Mr. Nelson Fraser of Bombay, Mr. Tipping of Bengal, Messrs. Yates and Srinavasa Aiyengar of Madras have all brought out books on the method, and I have also published a couple of teachers' hand-books on conversation in particular and on the method in general. The latest and perhaps the most notable book on the subject produced in India is the 'Direct Teaching of English in Indian Schools' by Mr. Wren of Bombay. I made attempts as early as 1903 to introduce the method and distributed typed notes of some thirty to forty lessons, but for a variety of reasons I had but little success. In 1904, however, Miss Stratford used these lessons with great success when teaching an Indian boy, and so I felt more assured that I was on the right path. I realised, however, that so long as the old text-books and the old Upper Primary examination continued in force, there would never be any real success. With a change in text-books I made a fresh effort, and in 1908 printed the two hand-books containing notes of lessons for teachers, and in 1909 definitely enforced the method in my division. The other Inspectors have gradually followed suit, and I believe that the method is now being insisted on more or less all through the province. The method has taken hold on teachers, pupils and parents, and I never hear anything but satisfaction expressed now, whereas at the start parents loudly complained that their boys were being given no reading to do, and later on no translation exercises to write, and teachers complained that they could not do without translation and that in the Entrance boys would fail.

The method, too, apart from the very marked improvement it has brought about in the linguistic attainments of the boys, has had the effect of making dull teachers lively, and lifeless and dull classes keen and bright. I have been astonished how readily untrained men—usually "Entrance passed"—have developed into good teachers, and how successful they have become after a little instruction from me and regular supervision from headmasters. Another point too, deserving of mention, is that boys trained on this method have no shyness in trying to express themselves. They have learnt by speaking and not by reading and translation, and so have come to think that to speak is the natural thing to do. Lastly, the practical result of the method is already this that boys who leave school after the fifth primary class, if they have been well taught, have a commercial knowledge of English, in that they can speak with some readiness, can understand what is said and can write simply.

Having given this preliminary survey and having pointed out the practical effects of the method, it may not be out of place for me to indicate the manner of its development. Believing that the method meant first the cultivation of speech, and secondly the power of written expression, with reading and grammar of secondary importance, I devoted myself in 1908-09 to teaching masters how to give conversation lessons on things in the class-room and school. In 1909-10 I taught them how to use the readers and their pictures for more extended conversation. When I found that they had grasped the principles I taught them how to gradually train their pupils from the fourth primary upwards to supplement oral with written composition. Last year and this I have been instructing them how to teach grammar practically. First, then, comes speaking, and at the beginning all work has to be centred on it. At first, say for two years, reading must necessarily drag behind owing to the difficulties caused by the irregularities of the English alphabet, by the complexity of the language found in books, and by the necessity of striving for fluent and intelligent reading with accurate pronunciation, to say nothing of the learning of spelling. So while speech can rapidly stride forward reading must necessarily go much more slowly, and for this reason I am afraid lest we get on the wrong track. I see some danger of this if we mistakenly try to put reading and speaking on even terms, as seems to be attempted in some of the so-called direct reading primers based on the 'Look and Say' method. This method, which inflicts a great strain on the memory and often leads to confusion, is anything but the one and only way adopted in teaching English children, and if not the one and only way for them it is not reasonable to claim it as such for others. What to me seems far more rational is to let reading follow speaking on natural lines and not to unequally yoke them together, and in teaching the former to have a mixture of the 'Phonic' and 'Look and Say' methods, the former being used for regular and the latter for irregular words, for in this way we get methodical word-building and good spelling, and the child is taught to reason for himself.

In conclusion, I may say that thanks to the hard work of teachers and the co-operation of headmasters, a great change has come over the English of most schools. By the third middle class, boys are beginning to write reasonably accurate English, to understand the structure of a sentence by means of analysis and synthesis, and to grasp the functions of words, and all this without the mental strain of the dreary memorising of formal grammar. We have by no means reached perfection or anything approaching it, but there is such a steady advance that I look forward to the future with confidence. I believe that with this method there will be a steady growth in the command of the English language, that with this the main difficulties of our Anglo-vernacular pupils will disappear, and that we shall get a much more intelligent and better educated boy by the time he leaves the fifth high class than is at present the case.

APPENDIX D.

The teaching of object lessons and of subjects specially suited to agriculturists' children.

By Rai Sahib Lala Sundar Das Suri, M.A., Inspector of Schools, Multan division.

The curriculum prescribed for urban primary schools is different from that in use in rural schools. The main difference lies in the provision made in the scheme used in rural schools for practical teaching in certain subjects to meet the needs of agriculturists—the aim being to adapt the scheme and methods of instruction to the surroundings of children in rural tracts, and so to equip them for the work in which they are likely to be engaged.

The teaching of object lessons, which forms a common feature of both types of schools, is, speaking generally, dull and uninteresting—a mere matter of routine. The method pursued is anything but rational and educative. The teacher either lets his pupils copy his 'notes', which convey information on what is too obvious, arranged in an illogical manner under stereotyped heads, or else hurries through the syllabus. In either case the object too often is the repetition by the children at inspection time of points committed to memory. These 'notes' are used in many cases for years without the slightest revision; sometimes, of course, for the sake of appearance they are recopied; but as to fresh thinking each session there is hardly any attempt.

The teaching of object lessons, in so far as it is based on actual natural objects, is related to Nature study. But this is seldom kept in view in arranging the syllabus of the year's work; advantage is not taken of the comparative abundance of natural products in

different seasons. Here and there school gardens are kept up and apparently used for observation lessons; but these are exceptions. The illustrative material—charts and clay models—is necessarily of the cheapest kind, and by the lapse of time becomes unserviceable. The Delhi Inspector writes:—'in time and by rough usage the models break and the pictures fade away'. The handling of object lessons on topics which are disconnected is always a matter requiring some skill; and it is no wonder that the average teacher in a primary school who has more than one class to teach in all subjects neglects the branch for which he is the least prepared by his personal inclination or professional training, and which evokes the least sympathy from the parents. Yet there are exceptions. The Rawalpindi Inspector observes: 'The teaching of common things has much improved', and this is probably true more or less of some schools in other divisions, particularly those in charge of men recently trained. The results obtained in the application of drawing to object lessons are in some cases not discouraging.

There is a tendency in some quarters to speak lightly of what is termed 'literary education' as being not quite practical. This appears to me to be a too narrow view to take either of the training afforded by the literary subjects, or their utility in after life, in whatever sphere the child may be called upon to work. It has been truly observed "Mere ability to read and write opens at once a whole new world. He who possesses it can learn from the experience of all mankind, no longer from that of his parents and masters only". Much of course depends on teaching. Writing, for instance, is not confined merely to learning how to make certain forms, but includes the art of composition, the training to give clear and accurate expression to one's ideas—a very valuable equipment for all. Nor need abstract arithmetic occupy too much of pupil's attention at school. The practical usefulness of arithmetic may be increased by better methods, and proper correlation with other subjects of study.

Another point which I wish to emphasise is that even the conservative East is being transformed by coming in contact with the progressive West. Economic changes far-reaching in their consequences are producing their natural effects. The social life of the people, their surroundings and ideals are not the same as they were. A curriculum which is ill-adapted to these external factors is not likely to produce the best results. To select only one out of numerous illustrations that may be cited, with the steady growth of wages and wage-earning classes and the influx of workmen into towns, owing to the commercial activity of the province, the sudden prosperity of the zamindars in the colonies has taken away the stimulus to farm work and made them dependent more than before on field-labourers. Hence arises the desire of a growing section of zamindars to prepare their sons for other walks of life, and hence the increased appreciation of literary education.

Another limitation which is no less important is that the most important factor is the teacher; the best scheme on paper may fail if it does not take account of the fitness of the teacher to work it.

These considerations have a direct bearing on the question as to the measure of success achieved in the enforcement of the rural scheme.

The large majority of teachers have had little or no training in the special subjects which they were called upon to teach. They had, under pressure, to pick up some working knowledge, not altogether tasteful, and to impart it to the children under their charge. The result has been that in several cases that came under review the pupils knew more than their masters. For instance, the fractional tables meant to be committed to memory for ready application in mental work in arithmetic were a stumbling-block to many teachers, while their pupils acquired some proficiency in them. Again, the way in which the 'Native system of accounts' was taught was indistinguishable in many cases from the ordinary method, and it is only after persistent efforts that a change in the right direction is observable.

It is notorious that the agriculturist in his dealings with the money-lender has not only to pay exorbitant interest for the money he borrows in the hour of need, but he is very often defrauded on account of his ignorance of the way in which the banya keeps his accounts. With a view to protect zamindars from falling an easy prey to the iniquities of the money-lender, bahi khata (book-keeping) is taught in rural schools. This has met with varying success. The Lande or Mahajani characters in which accounts are kept are difficult to decipher from the absence of vowels; and they vary from place to place, so that even in neighbouring villages, and sometimes in the same village, two wholly different characters may be in use; with the result that the accounts kept by the banya remain a sealed book to all but himself. In some districts attempt has been made to introduce the standard Amritsar characters, while in others local characters have been adopted. In some cases that came under my observation I found pupils simply bewildered by the maze presented to their eyes when they were required to read their banya's books. In other cases the children were more successful. It is open to question whether in most cases the meagre acquaintance with Mahajani characters does not fade away from memory in after life from want of practice, though I have been assured to the contrary.

Hundi (bill of exchange, draft, &c.) writing forms another feature of the scheme. Here again the progress achieved is slow and by no means commensurate with the efforts bestowed upon it. Some teachers to save themselves the trouble of learning Lande teach hundi-writing through the medium of Urdu, thus defeating the very object of introducing the subject in schools.

Agricultural readers (Kheti ki Kitab) are taught in the three higher classes, but barring exceptional cases, the teaching is not illustrated by natural objects within easy reach, nor are pupils taken out occasionally to neighbouring fields to watch agricultural operations. The

only saving clause is that an appeal is probably made to the daily experience of children who live in rural surroundings.

Lastly, practical mensuration and instruction in land records kept by the patwari are deservedly given prominence in the course of studies. Measures were devised to give a practical turn to the teaching of mensuration by the appointment of itinerant patwaris to give practical instruction to the teachers of primary schools. Most schools are provided with the necessary apparatus, which, however, is not regularly used. More recently in compliance with the Financial Commissioner's circular dated the 5th January 1910 arrangements have been made in this division, and presumably in other divisions, for instruction in land records. Different plans have been adopted in different districts, to suit local conditions. The scheme has not yet passed the experimental stage, but it is evident that the patwari feels no inducement to work on the pittance he gets by way of allowance, and the village teacher leaves all to him. Where whole-time girdawars are employed better results are secured. One point is clearly brought out—the need for control over patwaris and girdawars by officers of their own department.

In conclusion, I may say that while in many respects elementary education is given on sound lines as far as the existing circumstances and the teaching staff available would allow, judged by modern standards and the advance made in the West, which is so often appealed to by the critic, there is considerable room for improvement. In a word teaching is to a great extent still formal, there is need for emphasis on concrete teaching, nature study, practical pursuits and knowledge gained from actual things. It is hoped that with the advent of better teachers of primary schools and a larger supply, which is now being urged on local bodies, the character of work done will advance in the right direction. But this will necessarily be a slow process; the pace cannot be quickened by a slavish imitation of western models.

APPENDIX E.

Health and physique of pupils in public schools.

(a) By Rai Sahib Lala Sundar Das, Suri, M.A., Inspector of Schools, Multan division.

"The general state of the public health in every country depends on the measure of adjustment of the relations of the individual and the race to the environment." Without making an attempt at comparison of the widely different conditions which affect health in India and in the West, it may safely be asserted that there are a number of causes which impair the bodily constitution in this country. The rigour of climate, extremes of temperature, excessive rains for short periods, defective nutrition, the notoriously insanitary surroundings both in towns and villages, increasing congestion, plague, malaria, famine, poverty, evil social customs, such as early marriage and the seclusion of women, ignorance of and want of faith in laws of health, the fatalistic attitude of large masses of the people, and lastly the tenacity with which they cling to their old ways of thinking, and persistently refuse to adapt their lives, in accordance with the laws of nature, to the ever-changing environment—all these have a very potent influence on health. A European, much more than an Indian, shapes his environment; the latter studies means to submit to what he regards as inevitable. Again, modern civilisation, with its beneficent influence in certain directions, is changing the mode of living of the people, which exposes them to new dangers; the influences slow and cumulative in their effects which lead to physical deterioration are so subtle that they pass unobserved and hence remain unchecked. Even a casual but careful observation of the life of the people in towns and villages, remote from the chief centres of civilisation, is sufficient to convince any one of the change from plain healthy living to a life of comparative ease and comfort, but one calculated to reduce bodily vigour and to lower efficiency.

My object in making these prefatory remarks is to show that the conclusion cannot be resisted that the average product in these circumstances must be low. Sufficient statistical evidence is available in support of the conclusion; the reduced vital resistance is proved by the high rate of mortality. When the parents are subject to degeneracy, the children cannot be healthy, whether at school or at home. While the general statement made above holds true of the country at large, it does not apply with equal force to all localities and to the different classes of people who inhabit them. There are important local variations, and even in the same province and in different districts of it racial and other widely divergent conditions have their effect on the health and physique of the people and their children, which give rise to well-marked characteristics.

A public school generally reflects not only the conditions under which work is conducted, but even to a greater degree the external influences to which children are subjected at home. That the health of a large proportion of school children in this province is poor is abundantly proved on observation, though it is difficult to form a fairly accurate estimate from the want of reliable data available in the case of advanced countries in the West. In fact, unless the matter be investigated scientifically, one can depend only on general impressions formed after close inspection and survey of a wide area.

Popular opinion, though not always a safe guide, is almost unanimous in holding that students suffer in health the longer they are at school, and that there is progressive deterioration in recent times. This opinion is partly based on facts, it is partly due to the awakening of the public conscience with regard to the necessity of improving the physique of the people to make them fit for the struggle for existence which is growing keener every day. Besides, it reflects to some extent the development of modern ideas on the nature and growth of the child, and the intimate relation of physical health to mental activity.

The complaint as to the neglect of the study of conditions which affect the health of children at school and have a baneful influence on their future lives is not confined to this province. In fact, it would appear to be louder in England, and on good grounds. If the health of school children in this province is damaged owing to well-known causes, the state of things even in advanced countries is by no means ideal. Professor Axel Key examined 18,000 children in several countries. He discovered that 'a large proportion, approximately 35 per cent., were suffering from chronic physical defects'. Dr. Clement Dukes published in 1907 the results of the examination of 1,000 boys at entrance to a public school. He reports: "It is depressing to register in the twentieth century the large number of acquired preventable deformities which are presented by the most favoured class of boys in Great Britain".

A few statistics are appended to this note, which serve to confirm the conclusion as to the defective constitution of a large proportion of boys in schools. It is hardly possible to draw inferences of scientific value from data furnished by untrained observers, and in the absence of knowledge of the rate of normal growth of children in this country the field is still unexplored; and it would be ridiculous to institute comparison with statistics pertaining to other countries collected by experts. The medical inspection of schools in Lahore city conducted by experts is of special value; it fully corroborates the opinion expressed above as to the large proportion of unhealthy children in attendance in schools. Last March in the divisional tournaments at Lyallpur 188 competitors entered the lists. Their heights and weights were measured by one of the headmasters and their vision was tested by Doctor Bhola Nath, L. R. C. P. and S. (Edin). As might be expected, the results obtained were generally satisfactory. The competitors, no doubt, were the picked boys from schools. The figures recorded serve to indicate the high-water-mark in regard to health and physique reached in schools.

I think there is no exaggeration in the statement that, taking things as they are, there are forces at work which undermine the physical constitution of school children, seriously hamper them in their studies, and in many cases leave permanent effects which incapacitate them in future life for sustained intellectual work of high order. I would name only a few of the main causes: (1) early marriage—the proportion of married children in the highest class of vernacular middle schools (four years before they go up for the Matriculation examination) is 22 per cent. in this division. (2) Defective nutrition—unwholesome food used at school, insufficient food and of poor quality used at home. In towns this is probably due to high prices and in some case to vitiated taste. The agriculturists' sons, particularly those in easy circumstances, are better fed at home, but in hostels, at a distance from their homes, their food is inferior. (3) Want of proper guidance at the critical period of adolescence. Neither the parents nor school masters, except in rare cases, give the much-needed counsel. That bad practices arise 'through the growing consciousness of sex' every watchful and sympathetic teacher knows; the safeguards are weak. I fear supervision in boarding-houses by men who take up the work in addition to their onerous duties as schoolmasters is not sufficiently strict. There is need of greater vigilance. (4) Unhealthy living due to neglect of laws of hygiene by both parents and children—illustrations are not needed. (5) Unhygienic conditions under which school work is conducted notwithstanding improvements effected in recent years. I can only enumerate some of the shortcomings—unsuitability of school buildings—many are cramped; unsatisfactory sanitary arrangements; defective lighting; antiquated furniture; faulty methods of teaching.

Enough has been said in the preceding paragraphs to give an idea of the impaired health and weak physique of school children. The trend of educational policy consistently pursued in this province for some years has been decidedly in the right direction. The results achieved form no mean record. I hope I am not guilty of official bias when I say that much has been done by departmental agency. For more rapid advance in the future the co-operation of the enlightened among the parents must be sought and secured. To indicate the lines on which progress has been made in recent years:—

(*i*) Physical training—systematic instruction is given in all kinds of schools, organised games are encouraged, tournaments have been instituted. In a number of cases playgrounds have been provided.

(*ii*) Standard plans for school buildings have been drawn up. Inspectors are now consulted before construction is taken in hand.

(*iii*) Methods of teaching receive constant attention. Recently, measures have been devised to materially increase the supply of men specially trained for the profession.

(*iv*) Revision of school curricula.

(*v*) Limitation of home study. It is interesting to find that a similar need of control of tasks has been felt in German secondary schools.

(*vi*) Medical attendants are attached to boarding-houses—these men, in some cases, periodically inspect the institutions and attend to serious cases of disease.

(*vii*) Abolition of the Anglo-vernacular Middle School examination and of individual tests at the annual inspection.

(*viii*) Improvement in equipment of schools—supply of school furniture of approved pattern, *e. g.* the antiquated backless benches are coming into disuse.

(*ix*) Lastly at some centres, *e.g.* in the Gurdaspur district, steps have been taken to record heights, weights and chest measurements periodically. The D. A.-V. School, Lahore, does not admit married boys to the primary department nor to the boarding-house.

In concluding this note, I would venture to indicate the lines, suggested by past experience and recent educational development in advanced countries, on which future work aimed at the improvement of the health of school children might proceed. The time seems to have come for a new departure. While in the past attention has been bestowed and rightly on schools and pupils in the interest of public health, the individual child has not come under special examination and care. The masters in schools, at present, in most cases have only the average child in view. There is need for change in this attitude. But until the teachers receive the requisite training or educate themselves, they are not likely to realise that the processes they apply, to be truly successful, must take account of individual peculiarities; they must study the physical nature of the pupils. At present in many cases positive harm is done by masters in ignorance.

The health inspection of school children, an important part of school hygiene, is a necessity of the times, and I think arguments are not needed to support the proposition. Suffice it to say that it has been proved beyond the shadow of a doubt that a large proportion of children in schools everywhere suffer from preventable and remediable diseases. A beginning might well be made in the chief centres. While, as suggested at the last conference, it is essential that a health officer should be appointed at the head-quarters for consultative and directional purposes, the actual work of inspection must be done by local medical men in collaboration with school masters. It is not every medical practitioner who is qualified to undertake this duty: expert knowledge is indispensable. But I am inclined to think that local organisation of medical inspection is not impracticable. At first the school doctors will be novices, but arrangements may be made to ensure their acquiring the needed skill. The argument that parents are likely to resent any interference with their authority, and that in any case the proposed inspection is likely to weaken their responsibility, may have some force, but it is not conclusive. Besides, the interest at stake is great.

Treatment is the natural corollary of medical inspection. The mere discovery of a defect is not sufficient to correct it. It might be argued with some show of reason that inspection will result in waste of public money if the diagnosis is not followed by remedial measures. The advice of the doctor may be entirely thrown away. I have little doubt that this aspect of the question will merit serious consideration when the time comes. But it is not right that the first step should not be taken now. When the second stage is reached, I hope public opinion will be sufficiently educated, and practical means will be adopted to carry the scheme to its logical conclusion. Above all, it is most important that the schoolmaster of the future, at least in the higher grades, should be conversant with the laws concerning the connection between mind and body and the hygienic conditions of mental work.

Statement showing average height and weight of boys of different ages reading in public schools in the Multan division, in England and in certain American cities.

Ages of boys in complete years.	Punjab.		England.	America.	Punjab.			England.	America.	Remarks.
	Average height of boys reading in				*Average weight of boys reading in*					
	Board secondary schools (chiefly vernacular.)	High schools at the divisional tournaments.	England.	America.	Board secondary schools (chiefly vernacular.)	Government High School, Lyallpur.	High schools at the divisional tournaments.	England.	America	
	Inches.	Inches. *	Inches.	Inches.	lbs.	lbs.	lbs. *	lbs.	lbs.	*Of the competitors 26% were married †One boy. ‡Three boys.
11	54	53·8	53·5	53·6	67·5	...	†73·0	71·1	70·7	
12	53·8	...	54·9	55·4	78·5	64·5	...	76·8	76·9	
13	53·8	64·8	57·1	57·5	77·5	76·2	‡114·0	83·7	84·8	
14	60·0	63·6	59·6	60·0	80·3	76·0	109·8	93·5	95·2	
15	60·9	64·8	62·3	62·9	88·1	96·8	112·7	104·9	107·4	
16	62·4	64·8	64·7	64·9	97·5	94·2	111·7	120·0	121·0	

Analysis of medical inspection of schools in Lahore city.

Name of doctor.	School and classes examined.	Boy's age, height, weight and other particulars.	Defective vision.	Granular eyelids.	Anæmia.	Malaria.	Weak lungs.	Diseased heart.	Enlarged spleen.	Enlarged cervical glands.	Bad teeth.	Bad ears.	REMARKS.
Dr. Kulbhusan, M. B., D.P.H. ...	Two schools of the Hindu Elementary League in Old Anarkali and Gawalmandi. 1st, 2nd & 3rd Lower Primary classes. 30th March, 1912.	Age 4½ to 12. §Height 3'-2" to 4'-4" §Weight 34 to 63 lbs. Number of boys examined—75.	*Nil.*	24=32 per cent.	11=15 per cent.	50 per cent.	2	10=13 per cent.	18=24 per cent.	45=60 per cent.	...	...	§Low in comparison to Europeans but not unsatisfactory.
Dr. Mukraj Sawhney, B.A., M.B., B. Sc.	D. A.-V. School, Lahore I, IV and V Primary and I, II and III Middle classes.	Number of boys examined—316.	76=24 per cent.	34 = 108 per cent.	...	...	...	...	...	59 = 186 per cent.	...	...	Only 128 or 40 per cent. had nothing radically wrong though majority looked hardly healthy.
Dr. Girdhari Lal Batra, M. B., Ch. B., D. P. H.	Forman Christian College, 4th year Class.	23 students examined— Hindus 14. Muhammadans 7. Christians 2 Age 19 to 22 Height 5' 4" to 5' 9" Weight 105 to 156 lbs.	15 (7 had glasses and 5 very bad.)	...	...	...	3	3	...	5	...	...	Only 4 or 5 had strong ruddy appearance and the rest were pale and anæmic. 11 Hindus and 4 Muhammadans married.
Ditto.	Central Model School, Lahore, High classes.	174 Boys examined— Hindus 126. Muhammadans 48. Age 17 to 19. Height from 5' to 5'10" Weight 68 to 154 lbs. 58 Vegetarians. 46 Meat eaters	33 bad, 37 weak, 5 had glasses. 75=43%	...	30	...	12	11	...	...	8	5	8 confessed smoking; married boys 21 per cent.
Ditto.	Sanatan Dharma School, High classes.	Number examined 61— Age 15 to 20. Height 4'-8" to 5'-8" Weight 64 to 127 lbs. 38 Meat eaters. 28 Vegetarians.	Weak or bad, 50% Below normal, 18%	...	14	...	4	2	...	...	...	...	19 married = 31 per cent.

Health and physique of pupils in public schools.

(*b*) *By Mr. H. G. Wyatt, B. A., Inspector of Schools, Jullundur division.*

The Punjab has reached the stage in which the observations of a few are beginning to result in a growing uneasiness on the subject of the physical side of education. There is as yet no pronounced general anxiety, just because there is as yet no general interest, the physique of its young is not a topic in the Punjab mind. But from the reports of one or two medical men who have taken definite statistics, from the observations of some inspecting officers, from the casual opinions of outsiders, and from the replies of headmasters whose attention has been drawn to the matter, a conclusion may be ventured that the physical condition of school pupils generally is such as to claim deliberate and systematic safeguard no less urgently than in western countries in which medical inspection and treatment of school children has recently been established. Most of the secondary school headmasters in the Jullundur division, in which a questionnaire was submitted to them, remark 'low stature,' 'stunted growth' or 'weak constitution' in numbers of their pupils; or mention debility and a slackening vitality as they go up the school; and this general misgiving is more definitely confirmed from an analysis of a medical inspection undertaken in one or two schools in Lahore by three qualified medical men, one of whom finds the weight and height of some 75 young pupils 'low in comparison with Europeans,' another that only 40 per cent. of 316 high school boys 'had nothing radically wrong,' and the third that out of 174 boys 30 were anæmic, 12 had weak lungs, and 11 weak hearts; and educational inspecting officers, who have special opportunities for extensive observation, corroborate, as far as I can ascertain, these unfavourable impressions; there are some even who assert that physique has deteriorated within recent years. To this should be added the conclusion of the Rev. F. J. Western of the Cambridge Mission, Delhi, who lately conducted an independent investigation and circulated questions to a large number of schools, that 'practically all observers agree that the physical development of nearly all classes of Indian boys is poor, and that this is especially the case from the age of 15 onwards.'

If this is so, it is important to know of any definite ailments in which this physical condition finds expression. Diseases of the moment, such as plague, cholera or small-pox, may be left out of count. The ailments mentioned by most headmasters as prevalent are constipation and indigestion, malaria and various defects of the eye. The list given by Mr. Western generally corroborates this. Apart from illnesses shared by schoolboys in Europe, he mentions as peculiarly Indian:—

(1) Fever and resulting spleen,
(2) Stomach troubles, especially constipation, indigestion and dysentery; and as following from these,
(3) Headaches, which are often due to eye troubles.

The only medical statistic that has, as far as I know, been taken in the Punjab, by a fully qualified doctor, records that some half out of 75 young boys in a Lahore school suffered from malaria, and a quarter from enlarged spleen; and percentages of 32 and 10·8 are recorded in two cases as suffering from granular lids, and as regards sight 24 per cent. were found defective in one big town school of over 300 boys, and 40 per cent. and 50 per cent. respectively in two sets of high classes. I may add that I roughly tested some 100 boys from different schools in one division in 1908, and found the vision in nearly half of the eyes tested abnormal. There is thus sufficient evidence for a general conclusion, and there can be little doubt that the ailments mentioned in this paragraph are causally connected with the general physical condition described in the previous one. There are two questions accordingly which have to be answered of Punjab schools:—

(1) What are the school conditions which affect a pupil's physique?
(2) How far are they turned to the best advantage?

And to the answering of these questions most of this note will be devoted. The material or rather the impersonal conditions, can be considered first; and of these the most prominent is the building.

From the standpoint of physical health the position of any school building is unsatisfactory unless it is in sanitary surroundings, unobstructed from light and air, and on dry soil. It is probably safe to say that the majority of the schools of the Punjab—secondary and primary—at present fail to satisfy these conditions. In towns there are clear reasons for not locating lower primary schools outside the town, but most secondary schools and departments are inside the town also, and in the Punjab to be inside the town usually means to be in an insanitary situation, where the air is vitiated and there is danger from infectious epidemics of plague or cholera. In rural areas it is difficult to ensure that school surroundings are clean, and the site is sometimes damp and feverish. But in cases of new buildings a welcome tendency is manifesting itself to place the building outside the town, within walking reach for day pupils but out of reach of the dirt and smell of the bazar. This has the additional advantage that it enforces a certain minimum of daily exercise on all day pupils.

In construction, again, most buildings have too little regard for the pupils' health. Since the rapid extension of primary education which took place five or six years ago, primary school pupils have been frequently housed in buildings lent or hired and not meant for school purposes. There are over fifty such primary schools, for instance, in each of two districts in the Jullundur division; and usually these buildings, besides being unfortunately located, are ill-lighted and ill-ventilated and too small. The recent provision of funds for primary

education may be expected to effect improvements here. Amongst secondary schools it is scarcely possible to name a single instance in which most of the class-rooms fulfil all the main requirements of health— either the lighting is insufficient or wrongly directed, so that the boys sit in comparative dark or facing a light, or ventilation has not been considered, as when a room has rooms surrounding it on all sides or has doorways and low windows but no roshandans, or the room is too small to hold a class of average size, and the ordinary pressure of promotions makes it impossible to cut the numbers to the size of the room in one class without doing the same in others. Classes often find sitting space in verandahs, but, though this may be healthier than sitting in an airless room, there are decisive educational reasons against it, and in the hot season, in the rains, and generally in towns, it is otherwise impracticable to seat the boys in the open air. Even in the case of buildings put up within the last two years I have noticed a needless disregard of the conditions of good lighting, class-rooms being arranged with their shorter wall to the outer light, or fitted in between other rooms so as to get no light except from high roshandans or the roof. But on the whole the more recent buildings have improved upon those which survive from a decade or more ago, and the recent official issue of standard plans for high schools and boarding-houses is sure to have its effect.

The physique of a pupil is influenced not only by the make of the room but by what goes on inside it. More pupils may crowd into it than claims of health permit. And within the last few years the desire for numbers on the part of the managers, and, in the case of aided schools, for the consequent increase in a grant calculated upon a numerical basis, the tendency to estimate a school's prosperity in numerical rather than qualitative terms, had combined to prevent a check being put upon admissions, with the result that in these days of insistent demand for schooling, class-rooms were packed to overflowing, classes were seated not only in front but on either side of the teacher, or were split into sections which found sitting space in the verandahs. But the last two years have seen a change for the better, official notice has been taken of the evil, and admissions are regularly limited. Some overcrowding, however, still persists, and it is obvious, for reasons given above, that the only ultimate solution lies in properly built schools.

Another point of importance is a due supply of desks. In primary and vernacular middle schools it is customary to dispense with desks; the pupils follow the habits of their fathers and squat. In Anglo-vernacular secondary departments it has become usual to expect desks of some kind, and some or all of the secondary and sometimes the upper primary classes will usually be supplied. But there exist schools—mostly aided schools—in which benches alone serve for most of the classes, and there is a special row of desks, often along a verandah which is called 'the writing room,' and which is consecrated to the practice of caligraphy. There can be small doubt that the habit of squatting, unless intermittently relieved by some form of exercise, must impair the circulation and the health, and has something to do with the many thin legs that walk the streets of Indian cities; and where, as in the Punjab, the class room is regularly assigned to the class and not to the teacher, and the teacher forgets—as he usually does—the hourly five minutes of physical exercise, the drill period and the recess do not prevent harm being done by successive periods of continuous squatting through six hours of the day.

It might perhaps be thought fastidious to be particular about defects in the structure of most of the desks as yet to be seen in schools, but a desk can be built and graded either to help or to hinder the formation of healthy habits of sitting or writing, and practically all the older desks in use encourage round backs or shoulders or even defective sight—the back-rest is placed too high, or the distance between bench and desk top induces wrong posture in writing, or the boys are unable to stand and sit freely.

The extent to which the teacher takes advantage of existing class-room conditions varies. In schools that I have visited I find that the pupils are seated with due regard to the lighting more often than not, but the clerestory windows are often needlessly shut, sometimes, however, to keep out sparrows or pigeons, and the adaptation of desks to the size of the pupils is frequently disregarded. Nor is the book properly held in reading, though this affects the sight considerably, while it seldom occurs to a teacher to place his weak-sighted pupils to the front of the class. Usually indeed he does not know which they are, though it is easy to detect bad cases at a glance from the way the book is held or the contraction of the brows.

As secondary education grows in popularity, a natural adjunct of large schools is the boarding-house; and in rural areas the boarding-house enables a middle school to provide for pupils from surrounding primary schools. Overcrowding has been a frequent complaint against boarding-houses, as it has been against school buildings, but I have not found many serious cases myself, if only the rooms were properly ventilated. The mistake is made of trusting for this to ordinary doors and windows, which boarders can and do shut in the cold weather; and the remedy, ventilators which they cannot close, though it is found, is found too seldom. As regards lighting, in the winter season when the boarders study at night, if the arrangements for artificial lighting are unsuitable, the sight is threatened. But boarders frequently read facing a dingy lamp, which burns badly from inferior or impure oil, and has no shade. A separate reading-room, in which all can study under supervision and good hanging lamps, is rare, and usually each boy shifts for himself in his own dormitory. I have no doubt that this is one cause of the prevalence of defective sight in Punjab schools.

The school work and organisation have a direct bearing upon physique, by determining what the pupil does and when he does it. On the school time-table the sequence of work is

usually satisfactory, a fatiguing subject like mathematics is placed, where practicable, early in the day, and subjects like writing, dictation, and geography are taken late. Some gradation also is allowed in length of periods, though perhaps not such as would satisfy the ideal. But part of the benefit of this gradation is missed in classes which sit continuously in the same room, and it is unusual for the teacher to intersperse the lessons with light exercise or to give both class and room the benefit of fresh air. On the other hand in each day's work of six hours there is one period for drill and another for recess, each usually lasting from twenty minutes to half an hour, which certainly prevent the worst effects of continuous sitting together in one room. When the drill period comes first, it is harmful to those pupils who have just taken their morning meal, but with one drill instructor for a secondary school it is hard to suit the needs of all. The distribution of the six hours in school is probably not in itself responsible for physical defects. The total amount and kind of work done in the day, however, probably has been.

An enquiry, which I made in 1908 into the work done out of school shewed that harm was being done both through the amount of work and the kind. It appeared that home work of from one to two hours was given even to lower primary pupils of eight or nine years of age, from two to three hours to upper primary pupils, about four to pupils in the middle and over four to those in the high department. Ten hours' study a day is of course too much for any boy, especially when it is indoors. But since that enquiry was made there has been improvement in most schools, and a circular issued by the Department is undoubtedly producing some effect. But it probably remains true that the amount of class and preparation work of which a pupil is capable in a public school in England is not a standard for an Indian boy in a Punjab hot weather and under other conditions, of food and of home surroundings for example, also less favourable. Nor is the kind of home work set such as to mitigate the evil. It is nearly all book work or writing work, done indoors; and the worse the teacher the more he shifts his burden on to the pupil. This is not occasioned merely by ignorance of modern ideals, it would follow in any case from the existing system of public examinations, the effect of which upon health in schools may conveniently be noticed now.

Instances are occasionally brought to notice in which debility or nervous complaints synchronise with the approach of the examination and, apart from the effects of overwork, it is likely that an examination entails a nervous strain and worry in proportion to its importance in the mind of the candidate, and the Matriculation examination in the Punjab has something the same significance as a passport to a career, and therefore somewhat similar consequences upon the nervous system, as the 'Abiturienten Examen' in Germany. It is, however, easy to exaggerate, and I find some good headmasters take a moderate view, and hold that much depends on the regularity of the work throughout the year, or again that the best boys do not suffer, but only those who fear to fail and so put on the pace. Thus though debility, nervousness, and eye-strain are effects of the public examination, they are not to be regarded as universal, and could often be mitigated or prevented if the work were wisely distributed throughout the year. There is, however, another way—unnoticed by most teachers—in which the public examination co-operates with the other conditions that weaken physique. It sanctions, if it does not occasion, unhealthy methods of teaching. When information is the commodity required, the candidate's chief exercise will be to gather it from books. And this means much hard memorising, and practically all indoor work. It is this poring over books indoors that is needlessly unhealthy. And where quantity of information is demanded, the book study will accordingly increase. Outdoor study, by which I mean not book study done outdoors, but the direct study of outdoor phenomena, is always at its minimum in the schools, and the reasons for this are threefold—(1) the public examination presents a wrong ideal, (2) more can be memorised from a book than from outdoor observation in a given time, (3) it is easier to teach words than nature to the pupils. It will be observed that the second cause is practically dependent upon the first, and that the first does not affect the upper standards only but dominates the methods of education throughout. Hence it is that in geography, in mathematics, in science—to take any three school subjects at random—young pupils are set to drawing a map from a copy, to 'doing a number of sums,' to learning up notes or drawing a diagram of some apparatus, when they might be tracing the turns of a stream or a road, estimating and measuring the area of the compound, or discovering or devising examples of some simple scientific truth. The fact is that the atmosphere of the school is an indoor atmosphere, in which pupils breathe not ideas but words.

From enquiries on the subject of sleep which I made in 1908 and again this year I conclude that the amount of sleep taken—if one judge from European standards - is generally insufficient. Boarders usually sleep, or are in bed, for eight hours, except boys in the high department, but in the opinion of medical writers the hours of sleep for school children should increase up to ten or eleven as age decreases, with a minimum for older pupils of eight. With day pupils I believe that the matter is more serious, and that children attending school take no more rest than others, though long daily study necessitates a correspondingly longer rest. The headmaster of a big town school reports that 30 per cent. of his pupils in the primary department, 56 per cent. in the middle department, and 76 per cent. in the high department, sleep less than eight hours a night; and another high school headmaster finds 85 per cent. of his high department pupils taking less than eight hours' sleep, and in the middle department 75 per cent. about as much. From enquiries made on the spot at school inspections I have carried away the impression that too little time is generally spent in bed. It is important too, that these seven or eight nightly hours should be spent in the purest possible air; but I have found numbers of boarders who sleep with their faces completely covered, and a few who sleep indoors where they might be sleeping out. Such habits are hard to eradicate.

In a preceding paragraph various forms of dyspepsia were mentioned amongst ailments prevalent in schools; and this is no doubt partly due to the times and the quality of the meals. With regard to boarders, it appears that in summer most come early to school on empty or practically empty stomachs, and have their first meal at noon, and a second at 6 or 7 in the evening; in the winter they feed in the morning and in the evening or late afternoon; while some in the period of recess patronize the school halwai. The eating of two heavy meals instead of three lighter ones is condemned by Mr. Western; and it certainly does not follow that it is healthy because it is in accordance with Indian custom. The question is one for the expert. And it seems hard to defend the practice of deferring the first meal in the hot season till all the class work of the day is done; while in the cold season where the boys have their first meal about 9, to place the second just before the evening games or to postpone it till the games are over seems merely a choice between the two evils of playing games on a stomach too long empty or on one too recently filled. And it is said that the quality of the food tends to deteriorate, that a rise in prices has resulted in adulterated milk, and that the wares of the 'halwai' are more tempting than nutritious. It might be added that boys are unaware of the harm done by mental study immediately after a big meal—a practice that often leads to chronic disorders. The arrangements for the meals of day pupils are usually more satisfactory, and the primary school boy in rural districts gets three meals in the day.

There is a consensus of opinion amongst inspecting officers consulted that teachers as a class take no active interest in the health or physical development of their pupils; and my experience is that, with the exception of a few headmasters of high schools, they are not yet alive to the importance of the physical side of education. To certain particular factors in physical education some teachers undoubtedly do attend—some of them play games with the boys, or they see that they sit with due regard to the light, or they persuade their pupils to take quinine. But each of these is an isolated action taken for a specific reason, and there is no comprehension or pursuit of a general educational end. The trained teacher has been told the importance of the subject in the training college or normal school, and has been made acquainted with some general principles and some particular rules. There has been, however, no separate or practical study—time, no doubt, is wanting—and what he learns in the college he forgets to practise in the school He is, in fact, mostly non-observant. He does not know when a boy's sight is failing, he takes no special pains over the not infrequent stutterer, he is unaware of growing nervous ailments, or indeed of any but such as force themselves upon his attention in an unavoidable form. In seasons of malaria headmasters of secondary schools persuade their boarders to take quinine, but few actually see them take it; in epidemics of plague all headmasters take precautions, but there is often want of a complete system of timely safeguard; and there is a tendency to await the orders of the doctor. Some headmasters are unaware of the official chart of precautions. There is a similar ignorance of the suggestions for preserving the sight which were circulated a short while ago: these hang conspicuously on the walls, but neither the teacher nor the taught knows anything about them. And in general rules of health are not taught to the pupils, in spite of a sanitary primer that is read—as a reader—in one class. Primary school teachers take the least interest of all. There are, however, exceptions, and a few headmasters of high schools have recently begun to take measurements and records, and have set to testing the pupils' sight. This is a movement that awaits organisation. Under the circumstances knowledge and self-help cannot be expected of the pupil, who, even in high departments, has hazy and inaccurate ideas as to the causes, for instance, of cholera or malaria, and beyond a few notions about cleanliness, knows almost nothing of the healthy conduct of life. Where he is healthy or the reverse, the cause lies in his home or school environment and in no deliberate practice on his own part. Thus it is a general opinion that the boarder is fitter than the day-pupil, in spite of the disadvantage he may suffer in regard to food. To begin with, he is a village boy who has lived more than town boys in the open air, and in the boarding-house his hours are regular, and his accommodation often better than in pupils' homes; and because he has no home distractions and is under the direct control of teachers, and is usually nearer the playing ground, and has the rivalry of his fellows, he is keener and better and more regular at games. And the unmarried—at least amongst younger pupils—is fitter than the married: he has no home anxieties, and there is no premature drain upon his strength.

The home conditions generally, except with some well-to-do families, are usually less favourable than those in the school, and the parent knows as little of the laws of health as the son, sometimes less. And it is of course clear that even ideal school conditions cannot negative the evils that result from an unhealthy childhood and an unhealthy life at home running parallel with the life at school. What the school can do, however, is to educate some of the coming generation, so that a tradition formed in the school may eventually pass into the home.

Not a very important part in the school régime is at present played by the doctor. His function is practically limited to the tendance of boys who are incapacitated through illness: he is concerned with cure, not, as a rule, with prevention, and with the boarders, not with the school as a whole. It is the practice for boarding schools to engage a medical attendant, an assistant or a sub-assistant surgeon, at a remuneration of Rs. 5 or Rs. 6 a month. In Government high schools the allowance is graduated to the number of the boarders, and in some aided schools an interested doctor sometimes gives his services free. Board schools usually resort to the local surgeon, but I know of one district in which no provision for medical attendance is made, and the work is done by the headmaster or a local hakim. Not much can be expected for Rs. 4 or Rs. 5 a month; and the greatest activity is shown not in board or Government institutions, but in a few aided schools, like the Khalsa High School, Gujranwala, or the Dev Samaj High School, Moga, in which there are

dispensaries attached to the school, and a surgeon who takes a genuine interest in the health of the boys. Medical inspection is rare, and, where undertaken, incomplete. The Civil Surgeon, as a district officer, sometimes comes into contact with the schools, but his opinion on new sites and buildings is not, I think, taken as often as it might be; and a peripatetic plague officer may be found performing inoculations. But there is no general medical control of schools.

Physical exercises are either games, Indian or English, played for the most part in the evenings after school, or set physical exercises done in the school hours; and if we compute the aggregate amount of daily outdoor exercise provided from the two together, I do not think that the provision for this in Punjab schools compares unfavourably with that in publicly administered schools in European countries. All boys in schools of every grade have twenty minutes or half an hour daily of set physical exercises, which is more than can be said for every European school boy, and, besides that, a proportion of the boys, from 20 per cent. to 80 per cent. according to the local facilities, can play some kind of outdoor evening game. The six periods of set exercise a week of the Punjab will bear comparison too with the one period a fortnight to five periods a week of some divisions lately reported on in Bengal, in which the expert adviser to the Bengal Government is recommending that at least two periods weekly be devoted to drill, and two to gymnastics in the upper grades; while in facilities and organisation of games the Punjab is also in advance.

The physical function which set exercises should fulfil must be distinguished from that fulfilled by games. By quickening the circulation and exercising the limbs a vigorous game can give the body strength and energy; but, while so doing, its tendency is to exercise just those muscles which are called into play in the ordinary daily work of life, or, where there is a difference, the reason for it is adventitious. The tendency is for a boy to continue developing those muscles in the use of which—in this or that game—he already excels. It is the function of the set exercise to be supplementary and corrective, to do what games and the boy's physical habits of standing, sitting, walking, breathing, have left undone, and by more exercise of this muscle and less of that, or by the practice of particular co-ordinations to restore or to sustain that general co-ordination of all the muscles of the body which secures not muscular strength but bodily efficiency for the purposes of life. The questions of importance therefore are—

(1) How far is the present course of physical training adapted to this object?

(2) How far is the teacher conscious of it?

From the standpoint of a decade ago, before physical culture had been placed on a scientific basis, the courses of physical training which have been in use since 1902 have much in their favour; they contain a great variety of exercises which involve every limb in the body, and are carefully graduated in difficulty. They would not, however, stand expert scrutiny today; they are simply a combination, or a selection, from three systems of physical exercise, each of which has a purely empirical basis, namely, a system of ordinary drill movements, an indigenous system of body movements, and the German system of gymnastics that had and perhaps still has a vogue in English public schools.

In a sound modern syllabus of exercises every exercise has a particular intention; its effect in the body is known to the expert, every lesson and every set of lessons has a particular sequence for a particular reason, there is a 'curve' of intensity for the lesson, and a known progression in the set; and the details of the course do not combine to give just some exercise to every limb, but to give exercises of the right kind to just those muscles that stand in need of them, with the definite object, as the syllabus recently prescribed by the English Board of Education puts it, of promoting the harmonious development of all parts of the body. If this was also the aim of the existing course, the means adopted do not fulfil it.

APPENDIX F.

Work in a Normal School.

[*Extracts from a report by Lala Tara Chand, Headmaster, Lahore Normal School.*]

The school session begins on the 11th of May. The whole of the summer term—11th May to 31st July—is devoted to

(*a*) lectures on the fundamental principles of teaching;

(*b*) hints on the most prominent points of a lesson;

(*c*) model lessons by members of the staff.

The study of the principles of teaching and ability to intelligently apply those principles to the several branches of the primary school course is a subject of which our men are entirely ignorant. Our first duty, therefore, is to arouse their interest in this most important subject. This is done by oral lectures. Each principle is, at first, orally explained and copiously illustrated in simple language familiar to the students. The oral instruction is supplemented by going through the same lesson in the text. The men are then required to make a summary of what they have learnt, in their note-books. Side by side with instruction in the principles of teaching they are given hints on the most prominent points of a lesson, viz. its parts, selection and arrangement of the subject-matter under suitable heads, preparation of notes of a lesson, various kinds of questions and answers, qualities of good questioning,

etc. Such oral lectures on method go side by side with a series of model lessons by members of the staff. The lessons of this series are designed to give the men an idea of how the fundamental principles of teaching they have learnt are to be applied in actual teaching. The men are then required to do the work they have seen done before them by members of the staff. The first attempts of the pupils result not infrequently in failure, and constant help of the teacher in charge of the class is, therefore, most essential and is freely given. The mistakes of method and other serious errors are pointed out at the time and duly corrected. The men are thus led on to grapple with difficulties and gradually surmount them. What is aimed at is thorough and comprehensive teaching—quality rather than quantity.

The practical work proceeds more regularly during the winter term after the summer vacation and comprises

(*a*) criticism lessons by the students to actual classes called from the model school;
(*b*) practical work done by the students as pupil teachers in the model school, under the supervision of regular class teachers;
(*c*) observation lessons attended by the men in the model school.

In order to get the work done under the best possible conditions and with a view to keep the teachers in constant touch both with the theory and practice of the subject, the lessons are supervised by senior members of the staff, each teacher conducting the lessons closely connected with the subjects he is required to teach. This arrangement, besides ensuring efficiency of work done under expert guidance, has the additional advantage of connectedness in teaching. The lessons in each subject are taken one after another in graduated and progressive order, thus giving a distinct idea of the main points to be observed in the teaching of each subject as a whole. During the year under report 325 lessons, *viz.* 125 on objects, 41 on arithmetic, 96 on languages, 38 on geography and 25 on drawing and kindergarten were given by the candidates to actual classes called from the model school. The practical work done by the men as pupil teachers in the model school was also regular. Each candidate devoted at least one week to actual teaching in the various primary classes, and thus got an opportunity to exercise his freedom in teaching and managing large classes. The men also attended several observation lessons given by the teachers of the primary department in the central hall of this school.

Geography.—The course in geography includes—

(1) Principles of geography, as in Mr. Tydeman's manual.
(2) General geography, as for primary schools.
(3) Map-drawing.

The principles, *e. g.*, measurement of air pressure, composition of air, measurement of temperature, etc., are taught by class experiments. The men are then given home exercises on the same, which are dealt with in the class. Along with the principles the continents are studied, and the principles applied. Map-reading also receives attention. Some practical work is also attempted. During the year under report the candidates measured the inclination of the rays of the sun to the earth at the various periods of the year, and recorded the length of the days in different seasons. Also a few selected men plotted curves showing periodic changes in temperature and barometric pressure. Map-drawing from memory has been a special feature. The men were made to draw maps by drawing a central line of the uniform length of 12 units in the case of every map, throwing out perpendiculars of suitable lengths from some of the points of section and joining their ends by suitable curves. The time devoted to this work was about half a period weekly in the school and about two hours a week in the boarding-house. In the class the students drew from the blackboard copy on squared map-books, and in the boarding-house on small blackboards. Exercises in each case were carefully corrected, and the result of all this practice was that even the dullest student could draw with fair accuracy maps of the Punjab, India and some of the continents. With a view to make the teaching of this subject still more interesting and attractive M. Muhammad Shafi, M.A., gave the classes in the winter term a magic lantern lecture on "A voyage from India to England."

Blackboard drawing and kindergarten.—The courses in both of these subjects have now been simplified, each consisting of a definite number of typical exercises closely bearing on the subjects included in the primary school course, and adapted to ensure a sufficient amount of practice in drawing sketches of objects, plants, animals, etc., on the blackboard for illustrative purposes of teaching. Attention was paid to correlating different occupations—paper-folding, cardboard-modelling and clay-modelling. In clay-modelling care was taken to see that the colours painted on the models were natural and that the models made by the students, as class exercises, were exact copies of the objects.

Practical agriculture and mensuration.—The time allotted to agriculture is three periods a week, two of which are devoted to the study of the principles and one to manual work on the land. The land under cultivation is about 7½ kanals and is divided into six plots, two being assigned to each of the three sections, one for cereals and the other for vegetable crops. Each plot again is subdivided into as many small beds as there are candidates in a section. Each candidate has thus, for independent work, two small beds assigned to him for the cultivation of cereals and vegetables. The work is done under the monitorial system, each monitor having under him a group of six candidates. During the year under report all the crops mentioned in the course were grown by applying different kinds of manures. The different processes and stages of growth were carefully observed by the men and the results recorded by them in their note-books. For surveying operations in practical mensuration the adjoining grounds were utilised. The men also prepared on a small scale maps of khatauni, jamabandi and khasra.

EDUCATION—GENERAL—TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1911-12.

For Details, see General Table III.

AREA AND POPULATION.			Institutions and Scholars.	PUBLIC INSTITUTIONS.								PRIVATE INSTITUTIONS.		GRAND TOTAL.	PERCENTAGE OF
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.						
							Primary Schools.								
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
97,213	Towns ... 140 Villages ... 33,421 Total ... 33,561	Males ... 10,992,067 Females ... 8,982,889 Total ... 19,974,956	Institutions — For Males ...	11	6	312	3,188	229	7	24	3,777	176	1,867	5,820	Institutions to number of— Towns ... 17·34; Villages ... 4·74
			Institutions — For Females	...	2	52	552	85	6	19	716	...	875	1,591	
			Institutions — Total ...	11	8	364	3,740	314	13	43	4,493	176	2,742	7,411	Total 22·08
			Scholars ... Males ...	2,659	860	93,326	164,762	14,648	452	2,785	279,492	4,486	43,226	327,204	Male scholars to male population of school-going age. 19·84
			Scholars ... Females ...	...	30	6,092	25,618	3,651	48	1,236	36,675	59	17,175	53,909	Female scholars to female population of school-going age. 4
			Scholars — Total ...	2,659	890	99,418	190,380	18,299	500	4,021	316,167	4,545	60,401	381,113	12·72

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For Details, see*

—	Total direct expenditure on Public Instruction.							
	Collegiate Education.		*School Education, General.*			*School Education, Special.*		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* — For males ...	4,09,562	3,66,381	17,64,186	8,07,232	79,855	69,189	1,59,032	36,55,437
1. *Institutions* — For females ...	...	19,654	2,48,322	1,72,783	25,931	14,609	1,37,782	6,19,081
Total ...	4,09,562	3,86,035	20,12,508	9,80,015	1,05,786	83,798	2,96,814	42,74,518
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to total Provincial Expenditure on Public Instruction.	6·2	12·7	20·0	1·0	0·5	3·4	5·3	49·2
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to total Local Fund Expenditure on Public Instruction.	0·02	0 36	11·81	58·70	0 99	0·04	1·13	73·5
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to total Municipal Expenditure on Public Instruction.	0·61	1 03	39·82	14 91	14·47	0·48	4·55	75 87
(*d*)—Percentages of total xpenditure in columns 2—17 to total Expenditure on Public Instruction.	5·10	5·6	29·3	14·3	1·5	1·2	4·3	62 2
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. — Cost to Provincial Revenues.	240 10 6	417 7 5	16 11 1	4 12 4	9 10 3	177 13 6	72 7 3	43 6 9
Government Institutions. — Cost to Local and Municipal Funds.	...	12 1 10	0 12 4	...	...	...	...	1 0 7
Government Institutions. — Total cost ...	323 0 0	517 5 7	40 3 10	10 5 7	11 2 2	177 13 6	82 3 4	58 12 5
Local Fund Schools. — Cost to Provincial Revenues.	...	...	0 0 1	0 0 7	0 0 11	...	0 2 3	0 0 6
Local Fund Schools. — Cost to Local Funds...	...	...	4 4 10	5 5 2	4 12 11	14 0 0	15 7 5	5 3 2
Local Fund Schools. — Total cost ...	...	...	10 1 1	5 14 8	5 5 3	14 0 0	16 1 9	6 10 3
Municipal Schools. — Cost to Provincial Revenues.	...	...	0 1 7	0 6 2	0 3 0	60 2 3	...	0 2 11
Municipal Schools. — Cost to Municipal Funds.	...	...	4 1 5	6 10 5	6 12 2	242 0 0	25 11 6	5 9 1
Municipal Schools. — Total cost ...	...	...	13 0 7	8 6 1	7 13 6	302 2 3	26 10 11	11 2 11
Aided Institutions. — Cost to Provincial Revenues.	45 11 8	327 9 0	6 14 2	0 4 3	1 5 10	104 4 11	21 10 10	4 4 9
Aided Institutions. — Cost to Local and Municipal Funds.	2 6 5	...	2 1 8	2 2 2	0 11 8	...	7 14 11	2 2 0
Aided Institutions. — Total cost ...	183 2 8	614 3 0	26 6 8	4 11 0	6 9 8	319 14 9	145 14 2	19 1 2
Unaided Institutions—Total cost ...	95 5 9	126 13 5	17 13 7	4 2 1	1 13 9	...	35 13 7	17 14 0
All Institutions. — Cost to Provincial Revenues.	60 11 9	333 1 9	4 12 4	0 2 0	0 10 6	160 12 6	3 5 1	3 13 9
All Institutions. — Cost to Local and Municipal Funds.	1 0 7	9 0 6	3 0 3	4 8 3	3 14 4	4 8 0	8 4 4	4 0 10
All Institutions. — Total cost ...	172 0 2	445 4 1	21 1 10	5 11 4	6 8 1	171 0 3	81 7 3	14 11 8

RAL—TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1911-12.

General Table—IV.)

Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,58,421	77,310	2,91,890	2,02,387	9,61,353	1,26,258	7,72,772	25,90,391	68,64,909	
1,58,421	77,310	2,91,890	2,02,387	9,61,353	1,26 258	7,72,772	25,90,391	68,64,909	
1·3	3·4	11·1	3·6	25·1	0·9	5·4	50·8	100	
...	...	2·86	5·26	12·08	2·60	4·15	26·95	100	
...	...	1·20	3·93	8·85	3·26	6·89	24·13	100	
2·3	1·1	4·3	2·10	14·0	1·8	11·3	37·8	100	

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC

CLASS OF INSTITUTIONS.	Under Public Management.								Under Private			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education												
Arts Colleges.												
English	1	397	406	349	...	...	...	...	5	929	916	713
Oriental	...	...	...	...	...	...	...	...	1	120	110	94
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	156	167	159	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching { Males	2	245	248	235	...	...	...	...	...	...	...	...
Teaching { Females	...	...	...	...	...	...	...	...	2	30	32	31
Agriculture	1	50	50	42	...	...	...	...	...	...	...	...
Veterinary	1	198	202	193	...	...	...	...	...	...	...	...
Total ...	6	1,046	1,073	978	...	...	...	...	8	1,079	1,058	838
School Education, General.												
Secondary Schools.												
For Boys { High Schools	31	14,681	13,797	12,179	10	4,313	4,198	3,697	47	22,830	22,077	19,348
For Boys { Middle Schools { English ...	...	...	...	...	57	15,873	15,325	13,966	28	6,046	5,652	4,959
For Boys { Middle Schools { Vernacular					117	22,041	20,775	18,234	1	191	176	153
For Girls { High Schools { English ...	2	276	250	237	...	...	...	...	11	966	999	886
For Girls { High Schools { Vernacular	...	...	...	...	...	...	...	...	...	..	...	...
For Girls { Middle Schools { English	...	...	...	...	...	...	...	...	11	811	797	691
For Girls { Middle Schools { Vernacular	...	...	...	...	10	1,456	1,320	1,096	14	2,199	2,045	1,557
Total ...	33	14,957	14,047	12,416	194	43,683	41,618	36,333	112	33,043	31,746	27,589
Primary Schools.												
For Boys { Upper Primary Schools ...	5	1,089	1,069	945	2,410	1,28,955	1,14,941	99,108	681	30,773	28,847	25,381
For Boys { Lower „ „ ...	4	315	294	218	108	8,233	7,284	6,156	63	4,142	3,477	3,151
For Girls { Upper Primary Schools ...	...	...	...	...	402	16,892	15,65[illegible]	12,696	117	6,847	6,342	4,920
For Girls { Lower „ „ ...	...	...	...	...	53	2,307	1,992	1,736	27	1,151	1,181	878
Total ...	9	1,404	1,363	1,163	2,973	156,387	139,870	119,696	888	42,913	39,847	34,330
School Education, Special.												
Schools for Special Instruction.												
Training Schools for Masters ...	5	415	411	401	2	37	37	35	...	...	...	...
„ „ „ Mistresses ...	1	21	22	19	1	11	7	7	4	10	13	13
Schools of Art * ...	1	230	234	190	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	322	324	318	...	...	...	...	4	33	207	200
Engineering and Surveying Schools ...	1	100	96	85	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	1	461	445	393	15	1,238	1,109	862	14	91[illegible]	826	627
Commercial Schools	1	61	55	50	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	138	138	129	...	...	...	...	...	...	...	...
Other Schools	2	60	52	29	...	...	...	...	1	78	71	64
Total ...	14	1,808	1,777	1,610	18	1,286	1,153	904	23	1,340	1,117	904
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	62	18,615	18,260	16,167	3,185	201,356	182,641	156,933	1,031	78,375	73,768	63,661

Private Institutions.

1. *Advanced teaching—*
   - (*a*) Arabic or Persian ... ...
   - (*b*) Sanskrit ... ...
   - (*c*) Any other Oriental Classic ... ...
2. *Elementary teaching—a Vernacular only or mainly* ... ...
3. *Elementary teaching—the Quran, Shastras or other religious books by rote* ... ...
4. *Other Schools not conforming to Departmental Standard* ... ...

RAL—TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1911-12.

INSTITUTIONS. Management. *Unaided.* Number of Institutions.	*Unaided.* Number of Scholars on the rolls on 31st March.	*Unaided.* Average number on the rolls monthly during the year.	*Unaided.* Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on the 31st of March learning: English.	A Classical Language.	A Vernacular Language.	Classification of Scholars on the 31st of March according to Race or Creed: Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
4	1,213	949	963	10	2,539	2,519	1,622	...	2	54	200	1,421	308	527	12	1	14
...	...	...	...	1	120	80	108	8	...	...	64	5	9	42	...	...	...
1	211	168	157	1	211	197	...	14	...	2	15	125	12	54	...	...	3
...	...	...	...	1	156	...	...	...	1	6	20	94	11	23	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	245	164	15	96	15	7	39	87	18	75	...	...	4
...	...	...	...	2	30	30	21	9	39	...	...	...	...	...	...	...	...
...	...	...	...	1	50	...	...	...	...	...	3	20	11	16	...	...	...
...	...	...	...	1	198	...	...	...	...	2	1	18	42	135	...	...	...
5	1,424	1,117	1,120	19	3,549	2,990	1,766	127	48	71	342	1,770	411	872	12	1	22
13	6,438	6,115	5,208	101	47,662	33,846	27,608	44,543	695	535	4,632	19,586	5,275	16,822	7	19	91
8	1,370	1,330	1,173	93	23,289	11,909	11,102	23,909	189	353	2,206	9,637	2,958	7,901	...	3	42
...	...	...	...	118	22,232	...	7,851	22,483	...	170	2,821	8,620	2,543	8,054	...	...	24
2	368	331	254	15	1,610	1,391	123	1,064	821	249	17	111	325	66	...	20	1
1	73	45	43	1	73	...	22	73	...	...	5	68	...	...	...	...	...
1	86	75	55	12	897	720	24	330	600	81	...	74	60	48	...	33	1
...	...	...	...	24	3,655	186	441	3,757	...	367	233	2,277	408	369	...	...	1
25	8,335	7,896	6,733	364	99,418	48,002	47,171	96,159	2,305	1,755	9,914	40,373	11,569	33,260	7	75	160
92	4,112	3,202	2,760	3,188	164,929	1,961	11,798	175,259	128	1,315	15,472	52,129	23,381	71,367	31	1	1,105
54	1,969	1,879	1,424	229	14,659	...	197	15,002	...	55	1,630	5,853	1,297	5,753	27	...	44
33	1,712	1,209	1,006	552	25,451	74	466	25,665	33	480	2,221	11,514	4,177	7,006	1	13	6
5	182	152	130	85	3,640	...	38	3,677	...	31	195	1,550	698	1,166	...	...	...
184	7,975	6,442	5,320	4,054	208,679	2,035	12,499	219,603	161	1,881	19,518	71,046	29,553	85,292	59	14	1,155
...	...	...	...	7	452	...	219	731	...	3	100	140	40	169	...	...	...
...	...	...	...	6	48	2	25	48	...	11	5	15	3	14	...	...	...
...	...	...	...	1	230	...	...	...	...	12	4	46	39	129	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5	653	...	189	25	2	79	81	211	33	247	...	...	...
1	87	87	87	2	187	87	...	...	...	...	12	119	18	36	...	...	2
...	...	...	...	30	2,614	133	37	2,035	2	206	94	877	425	1,002	1	...	7
...	...	...	...	1	61	55	...	20	...	...	15	26	8	12	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	138	...	...	138	...	2	8	52	3	55	...	...	18
...	...	...	...	3	138	61	...	10	40	18	2	39	5	31	1	2	...
1	87	87	87	56	4,521	338	476	3,007	44	331	321	1,525	574	1,695	2	2	27
215	17,821	15,542	13,260	4,493	318,167	53,365	61,906	318,896	2,558	4,038	30,095	114,714	42,107	121,119	80	92	1,364
...	...	...	...	127	2,827	...	2,767	102	...	...	...	35	...	2,789	...	...	3
...	...	...	...	49	1,718	108	1,381	139	...	...	1,121	576	21	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	For Boys ...		654	17,796	12	555	17,658	...	325	1,676	10,026	3,003	2,671	10	...	85
		For Girls ...		129	3,755	...	279	3,505	...	10	398	2,266	586	250	59	...	96
...	...	For Boys ...		1,160	21,447	50	21,401	852	...	...	462	476	3	20,469	...	...	37
		For Girls ...		730	11,564	50	11,563	47	...	...	46	90	7	11,421	...	...	...
...	...	For Boys ...		53	4,419	2,014	1,370	4,029	7	48	637	1,630	985	1,079	5	...	28
		For Girls .		16	1,420	169	242	1,109	64	3	151	960	100	62	...	...	80
	Total		...	2,918	64,946	2,403	39,558	27,441	71	476	4,491	16,059	4,705	38,741	74	...	329
	Grand Total		...	7,411	381,113	55,768	101,464	346,337	2,629	4,514	34,586	130,773	46,812	159,860	154	92	1,693

EDUCATION—GENERAL—TABLE III—CONCLUDED.

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1911-12—CONCLUDED.

	CLASS OF INSTITUTIONS.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	1	32	33	
Collegiate Education.	ARTS COLLEGES.			
	English	...	...	
	Oriental	...	...	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.			
	Law	...	...	
	Medicine	...	...	
	Engineering	...	...	
	Teaching { Males	...	...	
	Teaching { Females	...	...	
	Agriculture	...	...	
	Veterinary	...	...	
	Total ...	...	...	
School Education, General.	SECONDARY SCHOOLS.			
	For Boys { High Schools	4	...	
	For Boys { Middle Schools { English ...	33	...	
	For Boys { Middle Schools { Vernacular ...	...	...	
	For Girls { High Schools ... { English ...	...	82	
	For Girls { High Schools ... { Vernacular ...	...	...	
	For Girls { Middle Schools ... { English ...	...	95	
	For Girls { Middle Schools ... { Vernacular ...	...	3	
	Total ...	37	180	
	PRIMARY SCHOOLS.			
	For Boys { Upper Primary Schools	436	...	
	For Boys { Lower „ „	21	...	
	For Girls { Upper Primary Schools	...	269	
	For Girls { Lower „ „	...	10	
	Total ...	457	279	
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.			
	Training Schools for Masters...	...	...	
	„ „ „ „ Mistresses	...	...	
	Schools of Art*	...	...	
	Law Schools	...	...	
	Medical Schools	...	...	
	Engineering and Surveying Schools	...	...	
	Technical and Industrial Schools	...	...	
	Commercial Schools	...	...	
	Agricultural Schools	...	...	
	Reformatory Schools	...	...	
	Other Schools	...	...	
	Total ...	...	...	
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	494	459	
	PRIVATE INSTITUTIONS.			
1.	*Advanced teaching*—			
	(*a*) Arabic or Persian	54	...	
	(*b*) Sanskrit	5	...	
	(*c*) Any other Oriental Classic ...	...	...	
2.	*Elementary teaching a Vernacular only or mainly.* { For Boys ...	216	...	
	Elementary teaching a Vernacular only or mainly. { For Girls ...	...	55	
3.	*Elementary teaching the Quran, Shastras or other religious books by rote.* { For Boys ...	2,394	...	
	Elementary teaching the Quran, Shastras or other religious books by rote. { For Girls ...	...	2,104	
4.	*Other Schools not conforming to Departmental Standard.* { For Boys ...	12	...	
	Other Schools not conforming to Departmental Standard. { For Girls ...	...	27	
	Total ...	2,681	2,186	
	GRAND TOTAL ...	3,175	2,645	

* CLASSIFICATION—

I.—The Elementary Department, Section A.—
Forty-eight Students.—All receive instruction in freehand drawing from the flat copies, elementary modelling in clay, brush outlines and blackboard drawing; 24 learn chip carving; 1 blacksmith's work; 5 repousse work and 18 decorative painting.

II.—The Elementary Department, Section B.—
Forty-one Students.—All learn advanced freehand drawing, plan and elevation, practical plane and solid geometry, elementary modelling in clay and model drawing; 13 learn carving; 1 repousse work; 2 blacksmith's work and 25 decorative painting.

III—The Industrial Department—
Ninty-eight Students.—These receive instruction in architectural drawing, building construction, modelling in clay and casting in plaster, light and shade and perspective; 34 learn decorative drawing and design; 47 carving and joinery; 7 repousse work; 8 blacksmith's work and 2 modelling in clay.

IV.—The Draftsmen Department—
Thirty-seven Students.—All learn architectural design, building construction, estimating and surveying, modelling in clay, applied design for building construction; 5 learn joinery and carving and 32 decorative painting.

V.—The Teachers' Department—
Six Students.—All learn drawing to scale, model drawing, freehand drawing from the flat and cast, light and shade, ornamental design, modelling in clay, chart making, elementary perspective and practical teaching in the elementary department.

Total 230

EDUCATION—GENERAL—TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1911-12.

		Europeans and Eurasians.	Native Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
Collegiate Education—											
Arts Colleges—											
English	Male ...	2	54	200	1,421	308	527	12	1	14	
	Female ...	...	...	...	...	...	...	...	...	...	
Oriental	Male ...	...	...	64	5	9	42	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Colleges for Professional Training—											
Law	Male ...	...	2	15	125	12	54	...	...	3	
	Female ...	...	...	...	...	...	...	...	...	...	
Medicine	Male ...	1	6	20	94	11	23	...	...	1	
	Female ...	...	...	...	...	...	...	...	...	...	
Engineering	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Teaching	Male ...	15	7	39	87	18	75	...	...	4	
	Female ...	30	...	...	...	...	...	...	...	...	
Agriculture	Male ...	...	...	3	20	11	16	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Veterinary	Male ...	...	2	1	18	42	135	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
	Total ...	48	71	342	1,770	411	872	12	1	22	
School Education—General—											
Secondary Schools—											
For Boys—											
High Schools ...	Male ...	691	535	4,632	19,586	5,275	16,822	7	19	91	
	Female ...	4	...	...	...	...	...	...	...	...	
Middle Schools—											
English	Male ...	158	352	2,206	9,637	2,958	7,900	...	3	42	
	Female ...	31	1	...	...	...	1	...	...	...	
Vernacular ...	Male ...	...	170	2,821	8,620	2,543	8,054	...	...	24	
	Female ...	...	...	...	...	...	...	...	...	...	
For Girls—											
High Schools ...	Male ...	75	...	...	1	...	3	...	2	1	
	Female ...	746	249	22	178	325	63	...	18	...	
Middle Schools—											
English	Male ...	84	...	...	...	...	...	...	10	1	
	Female ...	516	81	...	74	60	48	...	23	...	
Vernacular ...	Male ...	...	3	...	...	...	...	...	...	...	
	Female ...	...	364	233	2,277	408	369	...	...	1	
	Total ...	2,305	1,755	9,914	40,373	11,569	33,260	7	75	160	
Primary Schools—											
For Boys—											
Upper Primary ...	Male ...	79	1,294	15,453	52,014	23,259	71,262	31	...	1,101	
	Female ...	49	21	19	115	122	105	...	1	4	
Lower Primary ...	Male ...	...	55	1,630	5,849	1,297	5,736	27	...	44	
	Female ...	...	...	...	4	...	17	...	...	...	
For Girls—											
Upper Primary ...	Male ...	12	8	12	92	105	39	...	1	...	
	Female ...	21	472	2,209	11,422	4,072	6,967	1	12	6	
Lower Primary ...	Male ...	...	...	...	...	...	10	...	...	...	
	Female ...	...	31	195	1,550	698	1,156	...	...	...	
	Total ...	161	1,881	19,518	71,046	29,553	85,292	59	14	1,155	
School Education—Special—											
Schools for Special Instruction—											
Training Schools ...	Male ...	...	3	100	140	40	169	...	...	...	
	Female ...	...	11	5	15	8	14	...	...	...	
Schools of Art ...	Male ...	...	12	4	46	39	129	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	

EDUCATION—GENERAL—TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1911-12.

		Europeans and Eurasians.	Native Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—SPECIAL—*concluded*—											
Schools for Special Instruction—concluded—											
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medical Schools ...	Male ...	...	1	81	209	33	212	...	...	...	
	Female ...	2	78	...	2	...	35	...	...	...	
Engineering and Surveying Schools.	Male ...	...	...	12	119	18	36	...	...	2	
	Female ...	...	...	...	...	...	...	...	...	...	
Industrial Schools ...	Male ...	2	16	58	304	243	919	1	...	2	
	Female ...	...	190	36	573	182	83	...	...	5	
Commercial Schools ...	Male ...	...	...	15	26	8	12	...	...	...	
Reformatory Schools ...	Male ...	...	2	8	52	3	55	...	...	18	
	Female ...	...	...	...	...	...	...	...	...	...	
Other Schools ...	Male ...	6	9	2	38	5	28	...	...	...	
	Female ...	34	9	...	1	...	3	1	2	...	
	Total ...	44	331	321	1,525	574	1,695	2	2	27	
Total of Colleges and Schools of Public Instruction		2,558	4,038	30,095	114,714	42,107	121,119	80	92	1,364	
PRIVATE INSTITUTIONS—											
1. *Advanced Teaching*—											
(*a*) Arabic or Persian ...	Male ...	...	...	...	35	...	2,735	...	...	3	
	Female ...	...	...	...	...	...	54	...	...	...	
(*b*) Sanskrit ...	Male ...	...	...	1,119	573	21	...	...	...	...	
	Female ...	...	...	2	3	...	...	...	...	...	
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
2. *Elementary Teaching—A Vernacular only or mainly*—											
For Boys	Male ...	...	298	1,676	9,970	2,899	2,654	10	...	73	
	Female ...	...	27	...	56	104	17	...	...	12	
For Girls	Male ...	...	18	...	19	18	...	...	...	...	
	Female ...	...	82	398	2,247	568	250	59	...	96	
3. *Elementary Teaching—The Qoran only*—											
For Boys	Male ...	...	...	462	471	3	18,080	...	...	37	
	Female ...	...	...	...	5	...	2,389	...	...	...	
For Girls	Male ...	...	...	...	...	...	2,104	...	...	...	
	Female ...	...	...	46	90	7	9,317	...	...	...	
4. *Other Schools not conforming to Departmental Standards*—											
For Boys	Male ...	7	36	637	1,630	985	1,079	5	...	28	
	Female ...	...	12	...	...	...	...	...	...	...	
For Girls	Male ...	27	...	...	...	...	...	...	...	...	
	Female ...	37	3	151	960	100	62	...	...	80	
Total of Private Institutions ...		71	476	4,491	16,059	4,705	38,741	74	...	329	
GRAND TOTAL ...		2,629	4,514	34,586	130,773	46,812	159,860	154	92	1,693	

EDUCATION—GENERAL—TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1911-12.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
	Under Public Management.				Under Private Management.																							
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*											*Hindus.*									
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collegiate Education. Teaching ... Males ...	1	15	14	14	...	...	...	...	...	...	...	...	1	15	15	15	15	15	...	...	...	...	...	...	...	...	...	...	
Females ...	...	...	...	...	2	30	32	31	...	...	...	...	2	30	30	21	9	30	...	...	...	...	...	...	...	...	...	...	
School Education, General. Secondary Schools. For Boys ... High Schools ...	1	280	251	245	4	439	405	355	...	...	...	...	5	719	719	61	580	693	...	...	7	1	5	...	13	...	4	...	
Middle Schools, English	...	...	...	...	4	191	210	183	...	...	...	...	4	191	156	32	77	189	2	...	...	...	...	...	...	...	32	...	
For Girls ... High Schools ...	1	224	209	204	8	612	682	613	...	...	...	...	9	836	836	255	98	816	3	...	4	...	6	...	6	1	...	82	
Middle Schools, English	...	...	...	...	9	634	661	586	...	...	...	...	9	634	634	22	32	600	...	...	...	...	...	...	33	1	...	95	
Total ...	3	519	474	463	27	1,906	1,990	1,768	...	...	...	...	30	2,425	2,390	406	811	2,343	5	...	11	1	11	...	52	2	36	177	
Primary Schools. For Boys	...	...	...	...	4	123	109	120	...	...	...	...	4	123	123	1	37	122	...	...	...	...	...	...	1	...	50	...	
„ Girls	...	...	...	...	2	36	35	24	...	...	...	...	2	36	36	...	7	33	...	...	...	...	...	...	3	...	...	13	
Total ...	...	...	...	...	6	159	144	144	...	...	...	...	6	159	159	1	44	155	...	...	...	...	...	...	4	...	50	13	
Total of Schools of Public Instruction ...	3	519	474	463	33	2,065	2,134	1,912	...	...	...	...	36	2,584	2,549	407	855	2,498	5	...	11	1	11	...	56	2	86	190	
Private Institutions ... Other Schools not conforming to Departmental standards ... For Boys ...													1	7	7	5	...	7	...	...	...	...	...	...	...	...	...	...	
„ Girls ...													2	64	64	...	...	64	...	...	...	...	...	...	...	...	...	27	
Total ...													3	71	71	5	...	71	...	...	...	...	...	...	...	...	...	27	
Grand Total ...													39	2,655	2,620	412	855	2,569	5	...	11	1	11	...	56	2	86	217	

EDUCATION—GENERAL—

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.			PUBLIC					
			UNDER PUBLIC					
			Managed by Government.					
			Provincial Revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources	Total.
1			2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	ARTS COLLEGE.								
	English		97,707	...	...	33,430	...	...	1,31,137
	Oriental		...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
	Law		...	...	...	...	...	...	...
	Medicine		1,01,405	3,770	3,437	12,090	...	...	1,20,702
	Engineering		...	...	...	...	...	...	...
	Teaching	Male	93,088	674	201	...	...	2,296	96,259
		Female	...	...	...	...	...	...	...
	Agriculture		48,117	...	...	6,590	...	...	54,707
	Veterinary		35,714	...	...	7,621	...	(*a*) 30,069	73,404
		Total	3,76,031	4,444	3,638	59,731	...	32,365	4,76,209
School Education, General.	SECONDARY SCHOOLS.								
	For Boys	High Schools	2,25,756	3,392	7,431	2,75,596	495	(*b*) 25,791	5,38,461
		Middle Schools English	...	...	...	...	...	...	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
	For Girls	High Schools	8,744	...	...	5,049	2,336	(*c*) 10,665	26,794
		Middle Schools English	...	...	...	...	...	...	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
		Total	2,34,500	3,392	7,431	2,80,645	2,831	36,456	5,65,255
	PRIMARY SCHOOLS.								
	For Boys	Upper Primary Schools	5,102	...	...	5,915	...	44	11,061
		Lower Primary Schools	2,834	...	...	440	...	...	3,274
	For Girls	Upper Primary Schools	...	...	...	...	...	...	...
		Lower Primary Schools	...	...	...	...	...	...	...
		Total	7,936	...	...	6,355	...	44	14,335
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.								
	Training Schools for Masters		68,672	...	...	...	...	...	68,672
	Training Schools for Mistresses		8,335	...	...	...	...	...	8,335
	Schools of Art		27,117	...	...	517	...	...	27,634
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		16,771	...	...	6,399	...	...	23,170
	Engineering and Surveying Schools		6,607	...	...	2,521	...	...	9,128
	Technical and Industrial Schools		11,816	...	...	519	...	266	12,601
	Commercial Schools		2,135	...	...	2,165	...	...	4,300
	Agricultural Schools		...	...	...	...	...	...	...
	Reformatory Schools		27,931	...	...	...	...	...	27,931
	Other Schools		4,999	...	...	641	...	...	5,640
		Total	1,74,383	...	...	12,762	...	266	1,87,411
Buildings			4,31,195	...	...	...	...	5,524	4,36,719
Furniture and Apparatus (Special Grants only)			13,537	...	500	4,274	774	(*d*) 8,678	27,763
		Total	4,44,732	...	500	4,274	774	14,202	4,64,482
University			...	...	...	...	...	...	...
Direction			...	...	...	...	...	...	...
Inspection			...	...	...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...	...	...
	Medical Colleges		...	...	...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...	...	...
	Secondary Schools		...	...	...	...	...	...	...
	Primary Schools		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...	...
	Other Special Schools		...	...	...	...	...	...	...
Boarding-Houses			...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			12,37,582	7,836	11,569	3,63,767	3,605	83,333	17,07,692

(*a*) From Imperial
(*b*) Includes Rs. 16,469
(*c*) From Imperial
(*d*) Includes Rs. 989

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1911-12.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	21,155	300	2,167	59,887	22,588	55,921	1,62,018
...	...	...	...	...	...	...	25,753	...	...	157	...	...	25,910
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	10,482	...	...	2,823	...	6,349	19,654
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	57,390	300	2,167	62,867	22,538	62,270	2,07,582
...	3,474	15,802	59,833	124	203	79,436	1,11,807	6,037	43,875	2,98,277	24,842	59,559	5,44,397
...	15,059	30,741	1,38,071	4,762	2,028	1,90,661	19,862	5,185	4,463	45,372	5,904	26,249	1,07,035
...	1,10,506	17,919	50,178	56	883	1,79,547	...	320	...	250	...	1,642	2,212
...	...	...	...	...	...	...	51,236	...	...	39,541	...	8,336	99,113
...	...	...	...	...	...	...	24,109	...	377	17,735	2,085	3,648	47,954
1,783	1,724	14,514	67	...	...	18,088	11,594	1,257	5,320	2,101	6,357	11,263	37,892
1,783	1,30,763	78,976	2,48,149	4,942	3,119	4,67,732	2,18,608	12,799	54,035	4,03,276	59,188	1,10,697	8,38,603
2	5,89,079	8,685	68,541	1,619	665	6,68,591	7,654	51,659	8,141	14,975	13,077	19,566	1,15,072
...	7,533	37,621	6,995	34	83	52,266	2,229	2,332	761	3,373	4,170	8,232	21,097
7,088	83,187	26,679	10	154	57	1,17,175	1,708	6,381	9,005	1,030	14,489	17,291	49,904
1,519	1,937	12,264	...	...	...	15,720	4,136	481	120	154	2,194	2,571	9,656
8,609	6,81,736	85,249	75,546	1,807	805	8,53,752	15,727	60,853	18,027	19,532	33,930	47,660	1,95,729
...	517	...	...	...	...	517	...	...	...	...	...	...	...
421	...	1,694	...	...	...	2,115	1,356	...	...	66	...	2,737	4,159
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	16,114	840	3,152	9,240	85,835	7,598	1,22,779
...	...	...	...	...	...	...	...	...	...	...	...	...	...
99	10,763	10,623	713	...	37	22,235	4,816	2,476	2,289	1,630	6,161	13,026	30,398
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,000	...	...	1,157	...	3,722	7,879
520	11,280	12,317	713	...	37	24,867	25,286	3,316	5,441	12,093	91,996	27,083	1,65,215
8,021	1,50,270	31,200	...	...	...	1,89,491	1,33,758	...	...	...	22,000	55,491	2,11,249
797	32,344	10,601	40	...	552	44,334	5,659	...	406	...	5,286	21,507	32,858
8,818	1,82,614	41,801	40	...	552	2,33,825	1,39,417	...	406	...	27,286	76,998	2,44,107
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
19,730	10,06,393	2,18,343	3,24,448	6,749	4,513	15,80,176	4,56,428	77,268	80,076	4,97,768	3,14,988	3,24,708	16,51,236

Revenues.
from Imperial Revenues.
Revenues.
from Imperial Revenues.

EDUCATION—GENERAL—
RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—CONCLD.				TOTAL EXPENDI	
	UNDER PRIVATE MANAGEMENT—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District funds.
1	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. English	47,192	22,221	21,084	90,497	1,18,862	300
Collegiate Education. Oriental	...	...	...	...	25,753	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. Law	21,309	...	...	21,309	...	...
Collegiate Education. Medicine	...	...	...	...	1,01,405	3,770
Collegiate Education. Engineering	...	...	...	...	...	...
Collegiate Education. Teaching Male	...	...	...	...	93,088	674
Collegiate Education. Teaching Female	...	...	...	...	10,482	...
Collegiate Education. Agriculture	...	...	...	...	48,117	...
Collegiate Education. Veterinary	...	...	...	...	35,714	...
Total	68,501	22,221	21,084	1,11,806	4,33,421	4,744
SECONDARY SCHOOLS.						
School Education, General. For Boys High Schools	73,297	8,005	23,060	1,04,362	3,37,563	12,903
School Education, General. For Boys Middle Schools English	12,713	1,346	4,016	18,075	19,862	20,244
School Education, General. For Boys Middle Schools Vernacular	...	...	...	...	...	1,10,826
School Education, General. For Girls High Schools	3,353	2,000	11,936	17,289	59,980	...
School Education, General. For Girls Middle Schools English	...	...	1,192	1,192	24,109	...
School Education, General. For Girls Middle Schools Vernacular	...	...	...	...	13,377	2,981
Total	89,363	11,351	40,204	1,40,918	4,54,891	1,46,954
PRIMARY SCHOOLS.						
School Education, General. For Boys Upper Primary Schools	2,672	4,374	5,462	12,508	12,758	6,40,738
School Education, General. For Boys Lower Primary Schools	113	904	(e)2,201	3,218	5,063	9,880
School Education, General. For Girls Upper Primary Schools	19	2,620	(f)3,065	5,704	8,796	89,568
School Education, General. For Girls Lower Primary Schools	...	555	...	555	5,655	2,418
Total	2,804	8,453	10,728	21,985	32,272	7,42,604
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. Training Schools for Masters	...	...	...	...	68,672	517
School Education, Special. Training Schools for Mistresses	...	...	...	...	10,112	...
School Education, Special. Schools of Art	...	...	...	...	27,117	...
School Education, Special. Law Schools	...	...	...	...	...	...
School Education, Special. Medical Schools	...	...	...	...	32,885	840
School Education, Special. Engineering and Surveying Schools	3,119	...	...	3,119	6,607	...
School Education, Special. Technical and Industrial Schools	...	...	...	...	16,731	13,239
School Education, Special. Commercial Schools	...	...	...	...	2,135	...
School Education, Special. Agricultural Schools	...	...	...	...	...	...
School Education, Special. Reformatory Schools	...	...	...	...	27,931	...
School Education, Special. Other Schools	...	...	...	...	7,999	...
Total	3,119	...	...	3,119	2,00,189	14,596
Buildings	283	2,534	1,21,077	1,23,894	5,72,974	1,50,270
Furniture and Apparatus (Special Grants only)	615	828	19,860	21,303	(h) 19,993	32,344
Total	898	3,362	1,40,937	1,45,197	5,92,967	1,82,614
University	...	...	...	...	30,000	...
Direction	...	...	...	...	77,310	...
Inspection	...	...	...	...	2,52,051	35,631
Scholarships held in Arts Colleges	...	...	...	...	9,956	1,408
Scholarships held in Medical Colleges	...	...	...	...	5,445	161
Scholarships held in Other Professional Colleges	...	...	...	...	6,221	3,225
Scholarships held in Secondary Schools	...	...	...	...	27,264	51,354
Scholarships held in Primary Schools	...	...	...	...	14,128	1,049
Scholarships held in Medical Schools	...	...	...	...	16,452	1,026
Scholarships held in Technical and Industrial Schools	...	...	...	...	3,227	7,225
Scholarships held in Other Special Schools	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	82,445	24,937
Miscellaneous	...	...	...	...	40,400	26,721
Total	...	...	...	...	5,64,899	1,52,737
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,64,685	45,387	2,12,953	4,23,025	22,78,639	(i)12,44,249

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1911-12—concluded.

TURE FROM					
		ALL OTHER SOURCES.			
			Public.		
Municipal funds.	Fees.	Private.	Imperial Contribution.	GRAND TOTAL.	REMARKS.
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
2,167	1,40,509	1,21,814	...	3,83,652	
...	157	...	...	25,910	
...	21,309	...	...	21,309	
3,437	12,090	...	...	1,20,702	
...	...	...	...	...	
201	...	2,296	...	96,259	
...	2,823	6,349	...	19,654	
...	6,590	...	...	54,707	
...	7,621	...	30,069	73,404	
5,805	1,91,099	1,30,459	30,069	7,95,597	
67,108	7,07,003	1,25,610	16,469	12,66,656	
35,204	1,96,156	44,305	...	3,15,771	
17,919	50,428	2,586	...	1,81,759	
...	47,943	24,608	10,665	1,43,196	
377	17,735	6,925	...	49,146	
19,834	2,168	17,620	...	55,980	
1,40,442	10,21,433	2,21,654	27,134	20,12,508	
16,826	92,103	44,807	...	8,07,232	(*e*) Includes Rs. 15 from district fund and Rs. 247 from Municipal fund.
38,629	10,921	15,362	...	79,855	
35,743	1,059	37,617	...	1,72,783	(*f*) Includes Rs. 59 from Municipal funds.
12,384	154	5,320	...	25,931	
1,03,582	1,04,237	1,03,106	...	10,85,801	
...	...	...	...	69,189	
1,694	66	2,737	...	14,609	
...	517	...	...	27,634	
...	...	...	...	...	
3,152	15,639	93,433	...	1,45,949	
...	5,640	...	...	12,247	
12,912	2,862	19,490	...	65,234	
...	2,165	...	...	4,300	
...	...	...	...	...	
...	...	...	...	27,931	
...	1,798	3,722	...	13,519	
17,758	28,687	1,19,382	...	3,80,612	(*g*) Revised figures received after compilation had been completed show an additional expenditure of Rs. 34,519 against buildings from Provincial Revenues.
31,200	283	2,06,626	...	(*g*) 9,61,353	
11,507	4,929	56,496	989	(*h*) 1,26,258	
42,707	5,212	2,63,122	989	10,87,611	(*h*) Revised figures received after compilation had been completed, show an additional expenditure of Rs. 35; on furniture from Provincial Revenues.
...	1,12,804	15,617	...	1,58,421	(*i*) Includes the following items :—
...	...	...	...	77,310	(1) Rs. 3,00,000 from Imperial Revenues for primary education.
4,208	...	...	...	2,91,890	(2) Rs. 1,20,000 from Provincial Revenues for primary education.
1,510	...	16,679	...	29,553	(3) Rs. 6,634 from Provincial Revenues for buildings.
128	...	1,472	...	7,206	(4) Rs. 2,800 from Provincial Revenues for the maintenance of Secondary Schools.
240	...	7,996	...	17,682	
8,489	...	7,437	...	94,544	
125	...	1,116	...	16,418	(*j*) Includes the following from Provincial Revenues—
474	...	1,657	...	19,609	(1) Rs. 15,200 for the maintenance of Secondary Schools.
2,911	...	4,012	...	17,375	(2) Rs. 1,250 for buildings.
...	...	...	...	...	
12,733	2,76,943	1,33,906	17,356	5,48,320	
11,550	34,994	47,620	63,167	2,24,452	
42,368	4,24,741	2,37,512	80,523	15,02,780	
(*j*)3,52,662	17,75,409	10,75,285	1,38,715	68,64,969	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC INSTI

Objects of Expenditure.	Under Public Management.							Under Private			
	Managed by Government.							*Aided by Government Municipal*			
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education — Teaching — Male ...	21,993	...	...	...	...	...	21,993	...	...	...	...
Collegiate Education — Teaching — Female ...	...	...	...	...	...	...	...	10,482	...	...	2,823
Total ...	21,993	...	...	...	...	...	21,993	10,482	...	...	2,823
School Education, General. — Secondary Schools.											
For Boys... High Schools ...	...	...	...	3,113	...	16,469	19,582	29,693	...	...	29,001
For Boys... Middle Schools, English ...	...	...	...	...	...	...	..	10,984	...	...	6,324
For Girls... High Schools ...	...	...	...	3,113	...	10,665	13,778	41,829	...	...	33,905
For Girls... Middle Schools, English ...	...	...	...	...	...	...	...	22,831	...	...	16,680
Total ...	...	...	...	6,226	...	27,134	33,360	1,05,337	...	...	85,910
Primary Schools.											
For Boys — Upper Primary Schools ...	...	...	...	...	...	...	...	4,872	...	...	2,251
For Boys — Lower Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...
For Girls... Upper Primary Schools ...	...	...	...	...	...	...	...	911	...	...	684
For Girls... Lower Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	5,783	...	...	2,935
Buildings	...	...	...	...	...	...	...	42,800	...	...	...
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	989	989	1,549	...	...	...
Total ...	...	...	...	...	...	989	989	44,349	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Training Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	21,993	...	...	6,226	...	28,123	56,342	1,65,951	...	...	91,668

RAL—TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1911-12.

TUTIONS.													
MANAGEMENT.							TOTAL EXPENDITURE FROM						
or by District or Boards.			*Unaided.*								*All other sources.*		
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	21,993	...	...	...	...	...	21,993
...	6,349	19,654	...	...	...	...	10,482	...	...	2,823	6,849	...	19,654
...	6,349	19,654	...	...	..	...	32,475	...	...	2,823	6,349	...	41,647
486	17,537	76,717	...	...	...	...	29,693	...	...	32,114	18,023	16,469	96,299
871	5,527	23,706	...	...	...	...	10,984	...	...	6,324	6,398	...	23,706
...	...	75,734	...	...	...	...	41,829	...	...	37,018	...	10,665	89,512
...	...	39,511	...	...	...	...	22,831	...	...	16,680	...	...	39,511
1,357	23,064	2,15,668	...	...	...	...	1,05,337	...	...	92,136	24,421	27,134	2,49,028
...	3,589	10,712	...	...	...	...	4,872	...	...	2,251	3,589	...	10,712
...	...	...	...	...	...	...	...	...	...	...	...	...	...
719	...	2,314	...	...	...	...	911	...	...	684	719	...	2,314
...	...	...	...	...	...	...	...	...	...	...	...	...	...
719	3,589	13,026	...	...	...	...	5,783	...	...	2,935	4,308	...	13,026
...	33,086	75,886	...	...	...	...	42,800	..	...	...	33,086	...	75,886
...	6,595	8,144	...	...	...	...	1,549	...	...	...	6,595	989	9,133
...	39,681	84,030	...	...	...	...	44,349	...	...	...	39,681	989	85,019
...	...	...	...	...	...	...	12,821	...	...	...	...	...	12,821
...	...	...	...	...	...	...	3,260	...	...	...	...	...	3,260
...	...	...	...	...	...	...	9,975	...	...	...	...	...	9,975
...	...	...	...	...	...	...	47,898	...	...	1,50,436	53,975	17,356	2,69,665
...	...	...	..	...	...	...	2,000	...	...	34,792	30,240	63,167	1,30,199
...	...	...	...	...	...	...	75,954	...	...	1,85,228	84,215	80,523	4,25,920
2,076	72,683	3,32,378	...	...	...	...	2,63,898	...	...	2,83,122	1,58,974	1,08,646	8,14,640

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*			Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.*		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	31	14,081	2,418	...	2,418	4,627	...	4,627
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	28	8,867	220	...	220	2,359	...	2,359
		Vernacular	93	17,797	...	...	...	4,500	...	4,500
	Municipal	English	39	11,319	233	...	233	2,758	...	2,758
		Vernacular	24	4,244	...	...	...	999	...	999
	Aided	English	75	28,876	3,297	...	3,297	8,114	...	8,114
		Vernacular	1	191	...	...	...	17	...	17
	Unaided	English	21	7,808	1,168	...	1,168	2,693	...	2,693
		Vernacular	...	...	...	...	...	...	...	...
	Total		312	93,183	7,336	...	7,336	26,067	...	26,067
For Girls.	Government	English	2	276	...	30	30	...	77	77
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	2	161	...	...	...	...	27	27
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	8	1,295	...	...	...	...	179	179
	Aided	English	22	1,777	...	94	94	3	463	466
		Vernacular	14	2,199	...	...	...	...	299	299
	Unaided	English	3	454	...	5	5	...	46	46
		Vernacular	1	73	...	2	2	...	8	8
	Total		52	6,235	...	131	131	3	1,099	1,102
TOTAL SECONDARY SCHOOLS			364	99,418	7,336	131	7,467	26,070	1,099	27,169
PRIMARY SCHOOLS.										
Upper Primary Schools.										
For Boys.	Government		5	1,089	...	...	...	...	...	...
	District Board		2,401	127,806	...	...	...	...	...	...
	Municipal		9	1,149	...	...	...	...	...	...
	Aided		681	30,773	...	...	...	...	...	...
	Unaided		92	4,112	...	...	...	...	...	...
	Total		3,188	164,929	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		326	12,607	...	...	...	...	...	...
	Municipal		76	4,285	...	...	...	...	...	...
	Aided		117	6,847	...	...	...	...	...	...
	Unaided		33	1,712	...	...	...	...	...	...
	Total		552	25,451	...	...	...	...	...	...
TOTAL UPPER PRIMARY SCHOOLS			3,740	190,380	...	...	...	...	...	...
Lower Primary Schools.										
For Boys.	Government		4	315	...	...	...	...	...	...
	District Board		44	1,931	...	...	...	...	...	...
	Municipal		64	6,302	...	...	...	...	...	...
	Aided		63	4,142	...	...	...	...	...	...
	Unaided		54	1,969	...	...	...	...	...	...
	Total		229	14,659	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		9	315	...	...	...	...	...	...
	Municipal		44	1,992	...	...	...	...	...	...
	Aided		27	1,151	...	...	...	...	...	...
	Unaided		5	182	...	...	...	...	...	...
	Total		85	3,640	...	...	...	...	...	...
TOTAL LOWER PRIMARY SCHOOLS			314	18,299	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			4,054	208,679	...	...	...	...	...	...
GRAND TOTAL			4,418	308,097	7,336	131	7,467	26,070	1,099	27,169

TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1911-12.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,304	...	3,304	3,732	...	3,732	...	...	...	14,081	...	14,081
...	...	...	...	...	...	...	...	...	...	...	...
2,409	...	2,409	3,879	...	3,879	...	...	...	8,867	...	8,867
2,962	...	2,962	10,155	...	10,155	180	...	180	17,797	...	17,797
3,027	...	3,027	5,264	1	5,265	36	...	36	11,318	1	11,319
711	...	711	2,485	...	2,485	49	...	49	4,244	...	4,244
6,848	8	6,856	10,581	28	10,609	...	...	...	28,840	36	28,876
26	...	26	148	...	148	...	...	...	191	...	191
1,888	...	1,888	2,036	...	2,036	23	...	23	7,808	...	7,808
...	...	...	...	...	...	...	...	...	...	...	...
21,175	8	21,183	38,280	29	38,309	288	...	288	93,146	37	93,183
...	69	69	...	100	100	...	...	...	...	276	276
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	25	25	...	109	109	...	...	...	...	161	161
...	...	...	...	...	...	...	...	...	...	...	...
...	350	350	...	766	766	...	...	...	...	1,295	1,295
31	349	380	143	663	806	...	31	31	177	1,600	1,777
...	528	528	3	1,304	1,307	...	65	65	3	2,196	2,199
...	77	77	...	283	283	...	43	43	...	454	454
...	12	12	...	51	51	...	...	...	...	73	73
31	1,410	1,441	146	3,276	3,422	...	139	139	180	6,055	6,235
21,206	1,418	22,624	38,426	3,305	41,731	288	139	427	93,326	6,092	99,418
443	...	443	646	...	646	...	...	...	1,089	...	1,089
22,003	6	22,009	105,069	67	105,136	661	...	661	127,733	73	127,806
313	...	313	770	...	770	66	...	66	1,149	...	1,149
3,023	12	3,035	27,294	344	27,638	100	...	100	30,417	356	30,773
284	3	287	3,809	4	3,813	12	...	12	4,105	7	4,112
26,066	21	26,087	137,588	415	138,003	839	...	839	164,493	436	164,929
...	...	...	...	...	...	...	...	...	...	...	...
...	1,454	1,454	8	11,145	11,153	...	...	...	8	12,599	12,607
...	504	504	...	3,781	3,781	...	...	...	...	4,285	4,285
8	685	693	181	5,875	6,056	...	98	98	189	6,658	6,847
...	64	64	72	1,576	1,648	...	...	...	72	1,640	1,712
8	2,707	2,715	261	22,377	22,638	...	98	98	269	25,182	25,451
26,074	2,728	28,802	137,849	22,792	160,641	839	98	937	164,762	25,618	190,380
...	...	...	309	...	309	6	...	6	315	...	315
...	...	...	1,883	3	1,886	45	...	45	1,928	3	1,931
...	...	...	5,910	...	5,910	392	...	392	6,302	...	6,302
...	...	...	4,142	...	4,142	...	...	...	4,142	...	4,142
...	...	...	1,951	18	1,969	...	...	...	1,951	18	1,969
...	...	...	14,195	21	14,216	443	...	443	14,638	21	14,659
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	315	315	...	...	...	...	315	315
...	...	...	...	1,773	1,773	...	219	219	...	1,992	1,992
...	...	...	...	1,045	1,045	...	106	106	...	1,151	1,151
...	...	...	10	172	182	...	...	...	10	172	182
...	...	...	10	3,305	3,315	...	325	325	10	3,630	3,640
...	...	...	14,205	3,326	17,531	443	325	768	14,648	3,651	18,299
26,074	2,728	28,802	152,054	26,118	178,172	1,282	423	1,705	179,410	29,269	208,679
47,280	4,146	51,426	190,480	29,423	219,903	1,570	562	2,132	272,736	35,361	308,097

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR OFFICIAL YEAR

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage — *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* — 1		
			Boys.	Girls.	Total.
Secondary Schools.					
For Boys ... Government, English ...	1	280	19	...	19
For Boys ... Aided, „ ...	8	680	52	4	56
For Boys ... Unaided, „ ...	...	...	...	...	...
For Boys ... Total ...	9	910	71	4	75
For Girls ... Government, English ...	1	224	...	24	24
For Girls ... Aided, „ ...	17	1,246	...	62	62
For Girls ... Total ...	18	1,470	...	86	86
Total Secondary Schools ...	27	2,380	71	90	161
Primary Schools.					
Upper Primary Schools.					
For Boys ... Aided	4	123	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys ... Total ...	4	123	...	...	...
For Girls ... Aided	2	36	...	...	...
For Girls ... Total ...	2	36	...	...	...
Total Upper Primary Schools ...	6	159	...	...	...
GRAND TOTAL ...	33	2,539	71	90	161

TABLE V (A).

GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE 1911-12.

Middle stage			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Book.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
124	...	124	77	...	77	60	...	60	280	...	280
232	...	232	140	8	148	170	24	194	594	36	630
...	...	...	...	...	...	...	...	...	...	...	...
356	...	356	217	8	225	230	24	254	874	36	910
...	67	67	..	51	51	...	82	82	...	224	224
3	355	358	31	249	280	143	403	546	177	1,069	1,246
3	422	425	31	300	331	143	485	628	177	1,293	1,470
359	422	781	248	308	556	373	509	882	1,051	1,329	2,380
...	...	...	12	15	27	61	35	96	73	50	123
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	12	15	27	61	35	96	73	50	123
...	...	...	5	6	11	8	17	25	13	23	36
...	...	...	5	6	11	8	17	25	13	23	36
...	...	...	17	21	38	69	52	121	86	73	159
359	422	781	265	329	594	442	561	1,003	1,137	1,402	2,539

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Masters of Arts	1	3	2	6	12	18	2	9	41
2. Bachelor of Arts	1	4	2	7	68	186	137	59	450
3. M. Sc.	1	...	...	1	6	...	...	1	7
4. B. Sc.	1	3	...	4	16	8	...	...	24
5. Intermediate Science Faculty	1	3	1	5	78	65	42	5	190
6. Intermediate Arts Faculty	1	5	3	9	46	252	282	97	677
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. „ „ Gurmukhi	...	1	...	1	...	8	...	33	41
3. „ „ Arabic	...	...	...	...	...	...	...	15	15
3. „ „ Persian	...	1	...	1	...	11	...	18	29
4. High Proficiency in Sanskrit	...	1	...	1	...	3	...	54	57
4. „ „ „ Arabic	...	1	...	1	...	12	...	42	54
4. „ „ „ Persian	...	1	...	1	...	6	...	8	14
4. „ „ „ Urdu	...	1	...	1	...	3	...	19	22
4. „ „ „ Punjabi	...	...	...	...	...	...	...	8	8
4. „ „ „ Hindi	...	1	...	1	...	1	...	13	14
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	2	2
5. „ „ Arabic	...	...	...	...	...	...	...	76	76
5. „ „ Persian	...	...	...	...	...	...	...	7	7
5. „ „ Urdu	...	...	...	...	...	...	...	14	14
5. „ „ Punjabi	...	...	...	...	...	...	...	...	...
5. „ „ Hindi	...	...	...	...	...	...	...	4	4
	...	...	...	...	...	...	...	3	3
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	82	57	139
3. First Examination in Law	...	...	1	1	...	...	147	30	183
Medicine.									
1. Final Professional Examination for M. B. B. S.	1	...	...	1	10	...	...	...	10
2. Second „ „ „ „ „	1	...	...	1	34	...	...	...	34
3. First „ „ „ „ „	1	...	...	1	28	...	...	...	28
4. Additional Test in Chemistry	1	2	1	4	78	47	38	7	170
5. Special Certificate Class Examination for Females	1	...	...	1	3	...	...	...	3
6. M. B. Examination (Transitory Regulations)	1	...	...	1	3	...	...	...	3
7. L. M. S. „ „ „	1	...	...	1	31	...	...	...	31
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching *	2	4	...	6	205	28	...	36	269
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Matriculation ... For Boys	38	42	13	93	1,117	1,257	531	298	3,203
1. Matriculation ... For Girls	...	2	1	3	...	4	2	3	9
2. High School Examination for Europeans. For Boys	1	3	...	4	12	16	...	2	30
2. High School Examination for Europeans. For Girls	1	6	...	7	6	28	...	...	34
3. Middle School Examination for Europeans. For Boys	1	8	...	9	21	44	...	...	65
3. Middle School Examination for Europeans. For Girls	1	14	...	15	13	53	...	...	66
4. Middle Vernacular Examination. For Boys	118	1	...	119	1,913	5	...	79	1,997
4. Middle Vernacular Examination. For Girls	5	14	1	20	28	75	14	18	135
5. Public Service Certificate Examination. English	...	...	...	...	...	...	...	...	...
5. Public Service Certificate Examination. Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. Lower	5	...	...	5	316	...	...	18	334
2. Training School Examination for Mistresses. Upper	2	3	...	5	8	10	...	1	19
2. Training School Examination for Mistresses. Lower	1	2	...	3	6	4	...	...	10
3. School of Arts Examination	1	...	...	1	210	...	...	...	210
4. Vernacular Medical Examination	1	1	...	2	59	1	...	...	60
5. Examination in Engineering and Surveying	1	...	1	2	56	...	90	1	147
6. Industrial School Examination	5	...	...	5	37	...	...	3	40
7. Commercial School Examination	7	...	...	7	71	...	...	11	82
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	76	...	...	...	76
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

* Includes the following Examinations :—
(1) Bachelor of Teaching Examination; (2) Senior Anglo-Vernacular Teachers' Certificate Examination,

† Jains.

RAL—TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1911-12.

Number passed.					Race or Creed of passed Scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
5	9	2	1	17	...	...	3	10	3	1	...	...	...
30	66	43	10	149	...	4	18	74	14	37	†2	...	...
4	...	...	1	5	...	...	...	2	1	2	...	...	...
11	6	...	...	17	...	...	3	9	4	1	...	...	...
47	27	5	2	81	...	1	9	50	7	12	†2	...	...
25	105	114	29	273	...	16	26	140	28	56	†7	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	...	8	10	...	...	9	1	...	...	...	...	...
...	...	...	5	5	...	...	1	...	4	...	...	...	...
...	6	...	16	22	...	...	...	...	...	22	...	...	...
...	...	...	12	12	...	...	...	...	...	12	...	...	...
...	7	...	15	22	...	...	21	1	...	...	...	...	...
...	3	...	7	10	...	...	...	...	...	10	...	...	...
...	1	...	13	14	...	...	...	...	...	14	...	...	...
...	...	...	5	5	...	...	...	...	...	5	...	...	...
...	...	...	7	7	...	...	...	...	7	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...	...
...	...	...	57	57	...	...	57	...	...	...	...	...	...
...	...	...	2	2	...	...	...	...	...	2	...	...	...
...	...	...	8	8	...	...	...	1	...	7	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	4	4	...	...	...	...	4	...	...	...	...
...	...	...	1	1	...	...	...	1	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	58	36	94	...	...	3	58	11	20	†2	...	...
...	...	101	16	117	...	1	10	81	5	17	†3	...	...
10	...	...	...	10	...	...	1	8	...	1	...	...	...
32	...	...	...	32	...	...	4	20	3	5	...	...	...
22	...	...	...	22	...	...	3	13	3	3	...	...	...
24	13	1	3	41	...	...	4	25	4	7	†1	...	...
2	...	...	...	2	1	1	...	...	...	...	...	...	...
3	...	...	...	3	...	...	...	2	...	1	...	...	...
23	...	...	...	23	...	...	9	11	...	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
186	28	...	18	232	32	15	30	79	11	64	†1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
648	619	297	78	1,642	...	18	197	790	204	409	†24	...	...
...	3	1	2	6	...	2	2	1	...	1	...	...	...
5	8	...	...	13	13	...	...	...	...	...	...	...	...
5	20	...	...	25	25	...	...	...	...	...	...	...	...
6	12	...	...	18	18	...	...	...	...	...	...	...	...
2	23	...	...	25	25	...	...	...	...	...	...	...	...
1,330	4	...	21	1,355	...	3	253	478	187	428	†6	...	...
21	66	13	15	115	...	21	3	42	39	10	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
293	...	...	10	303	...	2	57	95	31	118	...	...	...
7	8	...	1	16	...	7	1	3	...	5	...	...	...
3	2	...	...	5	...	1	1	...	1	2	...	...	...
151	...	...	...	151	...	7	...	33	28	83	...	...	...
45	...	...	...	45	...	...	6	21	7	11	...	...	...
47	...	66	1	114	...	...	12	69	15	15	†3	...	...
22	...	...	1	23	...	...	2	2	6	13	...	...	...
27	...	...	2	29	...	...	3	15	2	10	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
53	...	...	...	53	...	...	...	4	15	34	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Certificate Examination; (3) Junior Anglo-Vernacular Certificate Examination; (4) Senior Vernacular Certificate Examination; (5) European

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	In Institutions managed by District Boards.											In Institutions managed by		
	Number of Institutions.	Number of Scholars on the Rolls on the 31st March.	Average number on the roll monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Collegiate Education. Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	...	...	...	...	...	...	...	...	...	...	...	...	...	300
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	3,770	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	674	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	4,444	...	300
School Education, General. Secondary Schools.														
For Boys. High Schools	... 4	1,874	1,855	1,616	...	1,814	1,332	27,218	124	186	30,674	3,392	1,660	6,037
For Boys. Middle Schools English	... 24	6,993	6,735	6,041	...	5,351	6,019	62,033	2,154	674	76,231	...	9,708	5,185
For Boys. Middle Schools Vernacular	93	17,797	16,448	14,444	...	99,511	4,436	39,998	56	852	1,44,853	...	10,995	320
For Girls. High Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular	2	161	156	134	149	1,724	...	...	...	...	1,873	...	...	1,257
Total	... 123	26,825	25,194	22,235	149	1,08,400	11,787	1,29,249	2,334	1,712	2,53,631	3,392	22,363	12,799
Primary Schools.														
For Boys. Upper Primary	... 2,401	127,806	113,844	98,178	2	5,88,659	1,427	65,445	1,617	594	6,57,744	...	420	51,659
For Boys. Lower Primary	... 44	1,931	1,609	1,389	...	7,185	...	852	25	...	8,062	...	348	2,347
For Girls. Upper Primray	... 326	12,607	11,679	9,657	5,124	80,125	189	10	7	53	85,508	...	3,062	6,381
For Girls. Lower Primary	... 9	315	288	266	113	1,937	...	...	...	...	2,050	...	...	481
Total	... 2,780	142,659	127,420	109,490	5,239	6,77,906	1,616	66,307	1,649	647	7,53,364	...	3,830	60,868
School Education, Special. Schools for Special Instruction.														
Training Schools for Masters	... 2	37	37	35	...	517	...	...	...	...	517	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Art	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	840
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	13	793	696	526	99	10,763	...	315	...	37	11,214	...	...	2,476
Commercial Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	... 15	830	733	561	99	11,280	...	315	...	37	11,731	...	...	3,316
Buildings	... ...	...	...	...	...	2,477	1,50,126	4,267	...	...	...	1,56,864	...	150	...
Furniture and Apparatus	...	...	...	...	...	797	31,811	...	...	...	552	33,160	...	533	...
Total	...	...	...	...	...	3,274	1,81,931	4,267	...	...	552	1,90,024	...	683	...
University	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Colleges	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	... 2,918	170,314	153,347	132,286	8,761	9,79,517	17,670	1,95,871	3,983	2,948	12,08,750	7,836	26,676	77,283

RAL—TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1911-12.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.		
	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	...	...	...	...	...	...	...	...	...	...	...	...	...	2,167	2,167	2,467	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,770	...	...	...	...	...	...	...	...	...	...	...	3,437	...	...	3,437	7,207	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
674	...	...	...	...	...	...	...	...	...	...	...	201	...	...	201	875	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4,744	...	...	...	...	...	...	...	...	...	...	...	3,638	...	2,167	5,805	10,549	
12,903	6	2,439	2,343	2,081	...	14,470	1,660	32,615	...	17	48,762	7,431	1,332	43,875	67,108	80,011	
20,244	33	8,880	8,590	7,325	...	24,722	9,708	76,038	2,608	1,354	1,14,430	...	6,019	4,463	35,204	55,448	
1,10,826	24	4,244	4,327	3,790	...	13,483	10,995	10,180	...	36	34,694	...	4,436	...	17,919	1,28,745	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	377	377	377	
2,981	8	1,295	1,164	902	1,634	14,514	...	67	...	...	16,215	...	...	5,320	19,834	22,815	
1,46,954	71	16,858	16,424	14,098	1,634	67,189	22,363	1,18,900	2,608	1,407	2,14,101	7,431	11,787	54,035	1,40,442	2,87,396	
6,40,738	9	1,149	1,097	930	...	7,258	420	3,096	2	71	10,847	...	1,427	8,141	16,826	6,57,564	
9,880	64	6,302	5,675	4,767	...	37,621	348	6,143	9	83	44,204	...	...	1,008	38,629	48,509	
89,568	76	4,285	3,974	3,039	1,964	26,490	3,062	...	147	4	31,667	...	189	9,064	35,743	1,25,811	
2,418	44	1,992	1,704	1,470	1,406	12,264	...	...	...	...	13,670	...	...	120	12,384	14,802	
7,42,604	193	13,728	12,450	10,206	3,370	83,633	3,830	9,239	158	158	1,00,388	...	1,616	18,333	1,03,582	8,46,186	
517	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	517	
...	1	11	7	7	421	1,694	...	...	...	...	2,115	...	...	...	1,694	1,694	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
840	...	...	...	...	...	...	...	...	...	...	...	...	...	3,152	3,152	3,992	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
13,239	2	445	413	336	...	10,623	...	398	...	...	11,021	...	...	2,289	12,912	26,151	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
14,596	3	456	420	343	421	12,317	...	398	...	...	13,136	...	...	5,441	17,758	32,354	
1,50,270	...	...	...	...	5,544	26,933	150	...	...	...	32,627	...	4,267	...	31,200	1,81,470	
32,344	...	...	...	...	...	10,601	533	40	...	...	11,174	500	...	406	11,507	43,851	
1,82,614	...	...	...	...	5,544	37,534	683	40	...	...	43,801	500	4,267	406	42,707	2,25,321	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
35,631	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,208	39,839	
1,408	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,510	2,918	
161	...	...	...	...	...	...	...	...	...	...	...	...	...	...	128	289	
3,225	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	3,465	
51,354	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,489	59,843	
1,049	...	...	...	...	...	...	...	...	...	...	...	...	...	...	125	1,174	
1,026	...	...	...	...	...	...	...	...	...	...	...	...	...	...	474	1,500	
7,225	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,911	10,136	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
51,658	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24,283	75,941	
1,52,737	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42,368	1,95,105	
(a) 12,44,249	267	31,042	29,294	24,647	10,969	2,00,673	26,876	1,28,577	2,766	1,565	3,71,426	11,569	17,670	80,382	(b) 3,52,662	15,96,911	

(a) Includes the following items :—
(1) Rs. 3,00,000 from Imperial Revenues for primary education.
(2) Rs. 1,20,000 from Provincial Revenues for primary education.
(3) Rs. 6,634 from Provincial Revenues for buildings.
(4) Rs. 2,800 from Provincial Revenues for the maintenance of Secondary Schools.

(b) Includes the following from Provincial Revenues :—
(1) Rs. 15,200 for the maintenance of Secondary Schools.
(2) Rs. 1,250 for buildings.

EDUCATION—GENERAL—TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1911-12.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of						Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.														
1. Managed by Government.	47	3,270	223	493	1,986	10	...	558	20,186	...	(a) 13,591	39,472	(a) 73,249	(a) Includes Rs. 8,763 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	174	5,063	...	...	4,814	203	...	46	...	27,823	9	19,738	47,570	
3. Aided by Government or by Local or Municipal Boards.	53	3,005	71	38	2,742	77	...	77	29,920	9,737	14,023	58,240	1,11,920	
4. Unaided ...	62	4,971	1,421	70	3,242	103	...	135	...	...	20,289	41,876	62,165	
Total ...	336	16,309	1,715	601	12,784	393	...	816	50,106	37,560	(a) 47,912	1,59,326	(a) 2,94,904	
For Females.														
1. Managed by Government.	3	246	...	...	236	...	...	10	1,196	...	(b) 8,593	4,440	14,229	(b) From Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	23	1,175	...	2	1,079	...	...	94	31,143	110	65,295	95,461	1,92,009	
4. Unaided ...	11	700	...	30	650	20	...	...	...	...	29,462	17,716	47,178	
Total ...	37	2,121	...	32	1,965	20	...	104	32,339	110	1,03,350	1,17,617	2,53,416	
Grand Total ...	373	18,430	1,715	633	14,749	413	...	920	82,445	37,670	(c) 1,51,262	2,76,943	(c) 5,48,320	(c) Includes Rs. 17,356 from Imperial Revenues.

EDUCATION—GENERAL—TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1911-12.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of						Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.														
1. Managed by Government.	2	295	...	15	280	...	...	...	121	...	(a) 8,763	3,113	11,997	(a) From Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	5	291	...	...	291	...	...	...	19,856	...	2,059	41,890	63,805	
3. Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	7	586	...	15	571	...	...	...	19,977	...	(b) 10,822	45,003	(b) 75,802	(b) Includes Rs. 8,763 from Imperial Revenues.
For Females.														
1. Managed by Government.	1	224	...	...	224	...	...	...	...	...	(c) 8,593	3,113	11,706	(c) From Imperial Revenues.
2. Aided by Government.	16	775	...	2	773	...	...	...	27,921	...	51,916	93,133	1,72,970	
3. Unaided ...	1	30	...	30	...	...	...	...	...	...	...	9,187	9,187	
Total ...	18	1,029	...	32	997	...	...	...	27,921	...	60,509	1,05,433	1,93,863	
Grand Total ...	25	1,615	...	47	1,568	...	...	...	47,898	...	(d) 71,331	1,50,436	(d) 2,69,665	(d) Includes Rs. 17,356 from Imperial Revenues.

EDUCATION—GENERAL—TABLE IX.

RETURN SHOWING THE CLASSIFICATION OF PUPILS BY AGES IN PUBLIC INSTITUTIONS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1911-12.

Ages.	Infants.	Lower Primary.			Upper Primary.		Middle.			High.		Arts Colleges affiliated to Universities.*						Totals.
		I	II	III	IV	V	VI	VII	VIII	IX	X	1	2	3	4	5	6	
Below 5	...	3,176	23	9	...	...	...	...	...	...	...	...	...	...	...	...	...	3,208
5 to 6	...	14,913	272	55	14	...	...	...	...	...	...	...	...	...	...	...	...	15,254
6 to 7	...	25,609	1,755	290	22	2	...	...	...	...	...	...	...	...	...	...	...	27,678
7 to 8	...	28,889	5,472	1,224	176	13	...	...	...	...	...	...	...	...	...	...	...	35,774
8 to 9	...	24,003	9,703	4,220	608	92	...	...	...	...	...	...	...	...	...	...	...	38,626
9 to 10	...	15,865	10,470	7,606	2,413	520	12	1	...	...	...	...	...	...	...	...	...	36,887
10 to 11	...	9,411	8,024	7,982	4,797	1,800	223	22	..	...	...	...	...	...	...	...	...	32,259
11 to 12	...	6,056	5,664	7,376	5,750	3,851	908	212	15	...	...	...	...	...	...	...	...	29,842
12 to 13	...	3,099	3,465	5,452	5,662	5,352	2,129	674	136	...	...	...	...	...	...	...	...	25,969
13 to 14	...	1,237	1,837	2,968	3,771	4,573	2,581	1,455	457	58	3	...	...	...	...	...	...	18,935
14 to 15	...	622	852	1,681	2,534	3,441	2,371	1,936	866	368	32	...	...	...	...	...	...	14,703
15 to 16	...	228	367	700	1,315	2,174	1,840	1,907	1,193	672	306	22	2	...	...	...	...	10,726
16 to 17	...	77	133	288	598	1,146	1,237	1,343	1,206	954	566	140	23	4	2	...	...	7,717
17 to 18	...	35	46	95	228	539	644	861	906	754	737	243	103	18	10	...	...	5,219
18 to 19	...	25	15	42	81	212	220	377	566	639	661	193	176	80	28	...	1	3,316
19 to 20	...	24	10	16	17	89	79	148	261	398	450	142	280	90	111	5	...	2,120
Over 20	...	68	52	42	44	74	67	128	188	276	598	95	316	106	284	44	21	2,403
Totals	...	133,337	48,160	40,046	28,030	23,888	12,311	9,064	5,794	4,114	3,353	835	900	298	435	49	22	
Totals	...	221,543			51,918		27,169			7,467		2,468				71		310,636†

*Excluding Training Colleges.
†In addition, there were 120 students in the various departments of the Oriental College.

EDUCATION—GENERAL—TABLE X.

RETURN SHOWING THE NUMBER AND QUALIFICATIONS OF TEACHERS IN THE PUNJAB DURING THE OFFICIAL YEAR 1911-12.

—	In Primary Schools.					Middle Schools.					High Schools.					Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
Trained	35	2,466	95	116	18	10	619	335	193	27	426	39	57	495	105	5	...	...	4	2	5,047
Untrained	12	1,987	314	1,211	244	11	346	253	247	75	260	38	40	508	139	31	...	...	39	54	5,809
Total ...	47	4,453	409	1,327	262	21	965	588	440	102	686	77	97	1,003	244	36	...	...	43	56	10,856
B. A.'s	...	...	...	...	...	2	9	7	5	5	113	7	15	121	36	23	...	...	39	51	433
No degree	47	4,453	409	1,327	262	19	956	581	435	97	573	70	82	882	208	13	...	...	4	5	10,423
Total ...	47	4,453	409	1,327	262	21	965	588	440	102	686	77	97	1,003	244	36	...	...	43	56	10,856

REPORT ON THE PROGRESS OF EDUCATION IN THE PUNJAB FOR THE YEAR 1912-13.

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REPORT

ON THE PROGRESS OF

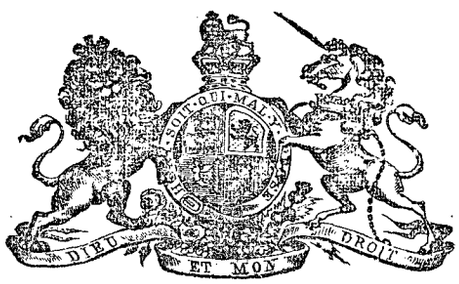
EDUCATION

IN THE

PUNJAB

FOR THE YEAR

1912-13.



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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 172, dated 21st January 1914.

READ—

The report of the Director of Public Instruction, Punjab, for the year 1912-13.

REMARKS.—In accordance with the orders of the Government of India, a full quinquennial report was submitted by the Director of Public Instruction last year, and reviewed at length. The report for the year 1912-13, which was received in the Government office more than a month after the due date, is in the abbreviated form. His Honour's remarks upon it will therefore be brief.

2. Continued and rapid development in almost every direction is the noticeable feature in the working of the Education Department during the year 1912-13. Owing to liberal grants from Government the increase in expenditure was larger than in any previous year. The increase in the number of scholastic institutions and in the number of pupils, both male and female, receiving instruction was also remarkable. By the separation of the Delhi Province the Punjab lost 93 institutions and 7,585 pupils. But in spite of this the number of schools in the Province rose by 356 and the number of pupils by 21,685, of whom 18,815 were boys and 2,870 were girls. The percentages of the male and female population of school-going age actually attending school has now risen to 21·37 and 4·31, respectively. By far the greater proportion of the increase has been in primary schools and their scholars. Owing to the omission of the Delhi figures the attendance at secondary schools shows a slight decrease, but there is a steady improvement in the staff and the accommodation, and this increase in facilities is bound to lead to a corresponding increase in the numbers.

3. During the previous quinquennium the total expenditure on education had risen from nearly 52 lakhs in 1906-07 to more than 68½ lakhs in 1911-12, the average yearly increase being 3⅗ lakhs. In the year under report the total expenditure was 84⅕ lakhs, or 15½ lakhs more than the amount spent in 1911-12. This very large increase in one year was rendered possible by the liberal grants made by the Government of India for education, and by the improvement in the provincial finances. Another satisfactory source of additional expenditure was provided by the income from fees which yielded nearly 3 lakhs more than in the previous year. Of the increased expenditure a sum of over 9 lakhs was devoted to new buildings and extensions, towards which Government provided an additional sum of 6¼ lakhs, district funds nearly 2 lakhs, and private sources somewhat more than 1 lakh. Of the total expenditure 36 per cent. was provided by Government, 24 per cent. by local bodies and by fees, respectively, and the remaining 16 per cent. by private sources. The remarks in paragraphs 11 and 12 of the report emphasise the necessity of making sure that local bodies do not take advantage of the liberality of Government to reduce their own expenditure on education. When certain municipalities are actually making a profit out of their schools, it is clear that they have not appreciated their responsibility in the matter of education.

The greatest progress in the provision of primary and middle school buildings was made in the Multan Division and in high schools in the Jullundur Division. His Honour is glad to observe that the provision of hostels is being pushed on in the backward Multan and Rawalpindi Divisions. One very cheering feature is the activity shown by religious bodies or associations in founding new institutions. Provided that these institutions are worked on sound lines and the requirements of the Education Department as regards accommodation, equipment and staff are complied with, Government will be found ready to assist them with substantial grants for building (including hostels) and maintenance.

This rapid expansion of the energies of his department has, as the Director remarks, materially increased the work and responsibilities of the officers. The Lieutenant-Governor has already considered favourably a proposal for appointing an Assistant to the Director in order to enable the latter to devote more time to touring and general inspection, and for a considerable increase of the inspecting agency, while the strengthening of the department throughout is engaging the attention of Government.

4. In collegiate education continued signs of activity are manifest in all directions. Several additions to the professorial staffs are reported. Improvements are being made in the equipment for science teaching. Buildings and playgrounds are being rapidly extended. The more favourable results noticed in the University examinations are but one indication of the fruits of these various improvements. With reference to the additions reported as having been made to libraries, and the extension of the University library buildings, which will shortly be commenced, His Honour would commend to the notice of both professors and students the weighty and eloquent remarks made on the subject in his recent Convocation address by the Vice-Chancellor of the University regarding the proper use to which a library should be put.

The acquisition of land for the Oriental College, and the appointment of University professors of Arabic and Sanskrit, will, it is hoped, do much to resuscitate the cause of oriental learning in the Province.

The Lieutenant-Governor desires to place on record his appreciation of the services of Mr. Robson, who retired during the year after 14 years' tenure of the responsible post of Principal of the Government College at Lahore.

5. His Honour notices with pleasure the substantial advance in the qualifications of teachers in primary schools, whose pay and prospects have been much improved of late, a and the increasing popularity of the teaching profession. One new normal school has been opened at Lyallpur in the course of the year, and several others are to be instituted in the near future. The greater competition for entrance to normal schools and to the Training College now makes it possible to restrict selection to those who possess the qualifications likely to make them successful teachers. The adoption of a more practical scheme of studies, both inside and outside the doors of those institutions should also have a beneficial effect. It is first to the improvement of our teaching staff that we must look in our efforts to attract more pupils to our primary and middle schools.

6. The annual reports of several of the Professional and Technical Colleges mentioned in paragraph 34 of the Director's Report have already been dealt with by His Honour with the reports of the departments with which they are directly connected, *e.g.*, the Veterinary, the Agricultural and the Engineering Colleges. Sir Michael O'Dwyer has also already expressed his views on the Medical College report in his recent remarks at the annual prize giving of that institution. He will await with interest the results to be expected from the construction of the large new workshops and the entertainment of additional staff at the Mayo School of Industrial Art.

7. It is satisfactory to observe that there has been a further increase of 10 per cent. in the attendance of pupils in girls' schools. In respect of female education the Sikh community retains its pre-eminence while progress among Muhammadans continues to be slow. During the year 76 new schools were established, and considerable improvements were made in the accommodation of existing buildings. His Honour agrees with the views expressed by the Inspectress regarding the importance of providing suitable and practical kindergarten teaching for the children who compose the greater part of the girls' school population. The success of the first Indian lady diplomate in the Shastri Examination of the Punjab University announced after the close of the year under report, a pupil of the Kanya Maha Vidyala at Jullundur, should be an encouragement to those female students who carry their studies beyond the stage at which the social customs of the country at present practically prevent girls from extending their education.

The Director will doubtless notice with some fulness in his next report the results arrived at by the Conference held early this year on the education of girls.

8. The Lieutenant-Governor is glad to see from paragraphs 42 to 47 of the report that a great advance has been made and is being made in the important matter of the education of Europeans. The improved financial condition of nearly all the schools and many much-needed improve-

ments in the school buildings are very satisfactory evidences of progress in this respect. His Honour has taken the opportunity during his tours of examining the proposals for providing better accommodation at the Lawrence Asylum at Sanawar, and the Lawrence School at Murree, and of seeing the handsome buildings in process of erection at the Convent School at Murree. He hopes that before long new and suitable buildings will be provided for the training class at Sanawar where the teachers for our European schools have at present considerable difficulties to overcome in attaining the excellent results noticed in paragraph 33 of the report.

9. The steps to be taken to give effect to the policy recently enunciated by the Government of India for encouraging education among Muhammadans are now under consideration and the views of the community are being ascertained. The Lieutenant-Governor has within the last few weeks, in reply to addresses from the Muslim League and the Anjuman Islamiya, taken the opportunity of indicating to the leaders of the community the directions in which they had most ground to make up to come abreast of the sister communities. While the proportion of Muhammadans in primary schools is not unsatisfactory, it shows a marked falling-off in secondary schools, and in collegiate education it is particularly low. The increasing interest of the community in education, as shown by the movement for starting Islamiya High Schools in several districts, is, however, an encouraging feature.

10. An interesting account of the results so far obtained from an attempt to introduce regular medical inspection of school pupils is given in an appendix to the report. The Lieutenant-Governor is not surprised to find that the subject is one that has awakened general interest among local bodies and school authorities. How necessary the introduction of some systematic effort in this direction is may be gathered from the statistics quoted for two High Schools in Amritsar. Out of 900 boys 40 per cent. were found to have bad teeth, a similar proportion were suffering from defective vision, and in 24 per cent. the effects of malnutrition were observable. On the other hand, the results of the examination as regards cleanliness of body and head were on the whole remarkably good. His Honour has no doubt that, now that public attention has been directed to this phase of improving the upbringing of the young, neglect on the part of school managers will soon be regarded as a matter for reproach.

11. The thanks of the Lieutenant-Governor are due to Mr. Godley for an interesting and comprehensive report. His Honour desires to congratulate him and the officers of the department working under him on the solid progress attained during the year, which was one of unusual activity in educational matters.

ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India in the Department of Education with copies of the report.

By order of His Honour the Lieutenant-Governor, Punjab,

C. A. BARRON,

Chief Secretary to Government, Punjab.

3364 CS—461—22-1-14—SGPP Lahore.

REPORT

ON THE PROGRESS OF

EDUCATION IN THE PUNJAB

FOR THE

YEAR 1912-13.

In accordance with the orders of the Government of India, the report for the year ending on the 31st March 1913, is submitted in an abbreviated form.

The year has been one of considerable development in many directions. The liberal grants sanctioned by the Government of India for education have rendered it possible to open a large number of new primary schools, to provide grants for aided schools on a more liberal scale than formerly, and to give effect to building schemes all over the province. Institutions and pupils show a numerical increase which would have been larger if the separation of the new Delhi province had not lowered the statistics; and educational expenditure has risen by 22 per cent.

General Statistics.

2. *Public institutions.*—The following statement shows the number of educational institutions in existence during the year, with the increase or decrease under each head :—

For males.

Arts Colleges	9	(−2)
Professional Colleges	6	
High Schools	102	(+1)
Middle Schools	215	(+4)
Primary Schools	3,689	(+272)
Institutions for special instruction	45	(+14)

For females.

Professional (Training) Colleges	1	(−1)
High Schools	15	(−1)
Middle Schools	41	(+5)
Primary Schools	709	(+72)
Institutions for special instruction	13	(−12)

The decrease under the last head is nominal, being due to a reclassification of certain girls' schools previously classed as industrial. The Church of England training class for women teachers at Auckland House, Simla, was closed. The other decreases are due to the creation of the new province.

The total increase of institutions amounts to 352. Deducting from the figures for 1911-12 93 schools and colleges now situated in the Delhi province which have been excluded from the statistics for 1912-13, the real increase is 445.

3. *Attendance in public institutions* :—

For males.

Arts Colleges	... 2,773	(+114)
Professional Colleges	... 843	(−17)
High Schools	... 46,934	(−728)
Middle Schools	... 46,840	(+1,319)
Primary Schools	...197,663	(+18,075)
Institutions for special instruction ...	... 3,289	(+52)

For females.

Professional (Training) Colleges ...	... 32	(+2)
High Schools	... 1,591	(−92)
Middle Schools	... 5,710	(+1,158)
Primary Schools	... 31,685	(+2,594)
Institutions for special instruction ...	... 492	(−792)

(*Vide* remark above.)

The total increase is 21,685. Adding pupils in the Delhi province, it amounts to 29,270.

4. *Private schools.*—The statistics collected with regard to private institutions show an increase of 561 schools and 7,693 pupils.

5. *Percentage of attendance.*—Including schools of all kinds, the percentage of scholars to the estimated population of school-going age has risen in the case of boys from 19·84 to 21·37 and in that of girls from 4 to 4·31.

6 *Expenditure.*—The total educational expenditure has risen from Rs. 68,64,909 to Rs. 84,20,780. The following is a comparative statement of expenditure from each source :—

	1911-12.	1912-13.	Difference.
	Rs.	Rs.	Rs.
1. Provincial revenues	22,78,639	29,79,381	+7,00,742
2. District funds	12,44,249	16,16,961	+3,72,712
3. Municipal funds	3,52,662	3,96,275	+43,613
4. Fees	17,75,409	20,67,254	+2,91,845
5. Private sources	10,75,235	11,67,996	+92,761
6. Imperial revenues	1,38,715	1,92,913	+54,198
Total increase ...	...	...	15,55,871

On buildings alone the increased expenditure from provincial funds was Rs. 6,22,564 and from district funds Rs. 1,95,286. The expenditure from private sources on buildings and equipment rose from Rs. 2,63,122 to Rs. 3,77,797.

7. *Buildings.*—The number of new buildings erected or in course of erection during 1912-13 in the several divisions was:—

	Primary Schools.	Middle Schools.	High Schools.	Hostels.
Ambala	20	7	5	8
Jullundur	35	6	10	4
Lahore	34	10	8	4
Rawalpindi	20	12	5	13
Multan	37	14	3	14
Total ...	146	49	31	43

These include in some cases extensions.

8. *Grants from imperial revenues.*—Of the grant of Rs. 9,00,000 sanctioned in 1911 for educational buildings Rs. 7,19,378 had been spent by the close of the year. Delay in the preparation of plans for the Government College laboratories, the Lawrence School, Murree, and projected Normal schools, caused a postponement of the expenditure of the remainder. About Rs. 3,81,500 were spent on the buildings of secondary schools, including hostels; nearly Rs. 96,000 on primary school buildings; nearly Rs. 50,000 on industrial institutions; Rs. 76,221 on girls' schools; Rs. 80,391 on European schools; and the remainder on training institutions and collegiate education. Other building grants to secondary schools were paid from the imperial grant of Rs. 60,000 (recurring) for aided Anglo-vernacular secondary schools, pending the utilisation of this grant in bringing new schools into the grant-in-aid system, increasing the rate of aid, and relieving local bodies of the liabilities for payment of grants to secondary schools—all of which measures have since been carried out.

The recurring "Durbar" grant of Rs. 3,65,000 was mostly spent in salary grants to local bodies for the extension of primary education and on grants to district boards for the buildings of vernacular schools. Rs. 35,000 were spent on grants for teachers in European schools. The system introduced in the Punjab of basing grants to district boards on the salaries paid to teachers has been extended to municipal committees, thereby enabling these bodies to open new primary schools with the additional funds placed at their disposal.

9. *Building and equipment grants from provincial revenues.*—A sum of Rs. 75,000 was spent from provincial revenues on building grants to schools. Among the institutions which received grants from this provision were the Dayanand Anglo-Vedic School, Rawalpindi (Rs. 14,251), the Arya Putri Pathshala, Rawalpindi (Rs. 11,553), the Municipal Board High School, Batala (Rs. 7,845), the Dane High School, Dera Baba Nanak, (Rs 16,329).

In addition a large number of schools received furniture grants.

It may be added here that the bestowal of these large grants for educational objects has materially increased the work and responsibilities of the officers of the department, both in the initiation of schemes and the endeavour to ensure that the money is being usefully expended. For this and other reasons a strengthening of the departmental machinery throughout is, in my opinion, urgently needed.

Controlling Agencies.

10. *Direction and inspection.*—I was on privilege leave for six weeks in June and July, Mr. Crosse, Inspector of Schools, Lahore division, officiating. There was no change among the divisional inspectors. Mr. Sanderson, Master of the Sanawar training class for European teachers, was placed on special duty for a short period during the winter to assist in the inspection of schools in the Lahore division, the schools in this division being now too numerous for one inspector to supervise.

The inspectors' assistants and the district inspecting staff have worked well. Among the district inspecting officers the following have earned special mention :—Chaudhri Gyan Singh, Rohtak; Lala Tohlu Ram, Kangra; Q. Muhammad Muhsin, Hoshiarpur; Lala Shiv Saran Das, Ferozepore; Lala Kanhya Lal, Sialkot: M. Ahmad Khan, Jhelum; M. Abdul Latif, Gujrat; M. Ahmad Said, Mianwali; Lala Khazan Chand, Lyallpur.

11. *Management of district boards.*—In the Ambala division the gross expenditure of all the district boards increased, but the net expenditure, less the Government grants, fell by Rs. 10,359. From the Jullundur division some decreases of net expenditure are also reported, but the figures are probably capable of explanation. The Lahore Inspector gives figures to show that the boards in this division are reducing expenditure from their own resources; the differences, however, are not very striking, except in the case of Sialkot, where the net expenditure in 1912-13 was less by Rs. 8,000 than in 1904-05. It is possible that in the latter year the board overspent its resources. In the Rawalpindi division the gross expenditure of the boards rose by Rs. 41,384 and about two-thirds went to primary education; the net expenditure rose by about Rs. 3,000. In the Multan division there was a fall of Rs. 6,346 in net expenditure; the Inspector observes that this may be due to the boards being unprepared to spend the Government grants before the close of the year. He writes : - "The district boards in this division fall under two groups. One group of three (Lyallpur, Jhang and Multan)—the richer—spent much less than 25 per cent. of its revenues derived from non-educational sources. It is this group which failed to utilise the full amount of grant. Multan, however, spent a large sum (Rs. 20,132) on school buildings. The other group (Montgomery, Muzaffargarh and Dera Ghazi Khan)—the poorer—was more liberal; the special grant made to two of these districts was properly disbursed." Speaking generally, much activity has been shown by the boards in extending and improving elementary education. Lyallpur stands first in the number of schools opened; in Gurdaspur school buildings have received particular attention; and education is advancing rapidly in Shahpur under the influence of Major O'Brien.

12. *Municipal committees.*—The inspectors' reports allude, as usual, to remissness on the part of the smaller municipalities. Thus in the Lahore division "Akalgarh continued to make a profit out of its school, but would not increase salaries to attract qualified men, would not establish a provident fund, and would not increase boarding house and school accommodation. Pasrur, Sharakpur, Chunian and Kasur are the other chief offenders. In fact, all the minor committees spent less." In Jullundur the Rahon and Phillaur committees "netted a profit off their Anglo-vernacular middle schools—Rahon, in fact, regularly does so; and in every instance in which the municipal school is Anglo-vernacular the percentage spent from the local body's own resources is insufficient." But the Lahore Inspector notes as a healthy sign that provident funds for teachers are being extended, and considers municipal management to be on the whole satisfactory. It may be noted here that municipal committees have been relieved during the year of the liability to pay grants for secondary departments of Anglo-vernacular schools, and are allowed salary grants for teachers employed in their vernacular schools, so that they have now additional funds at their disposal for promoting elementary education.

13. *Private agencies.*—A number of schools, chiefly secondary, have been opened during the year by denominational agencies, among which the Arya Samaj and the Chief Khalsa Diwan are conspicuous. These include a Sikh and a Muhammadan high school at Ambala and several schools in the Jullundur division and elsewhere which have not as yet been recognised. In Lahore "the year is remarkable for the activity of the Megh Udhar Sabha in opening schools for the depressed in several places in Sialkot district, of the Sikhs in opening high and middle schools in Lahore, Amritsar, Gujranwala and Narowal, of the Hindus in opening high schools at Gujranwala and Sangla, of the Arya Samaj in opening schools at Amritsar, Patti and Hafizabad, of the Salvation Army in opening an industrial school in a village in Sialkot district, of the Roman Catholics in opening an Anglo-vernacular primary school in Lahore, and of the Musalmans of Gujranwala in raising their primary to a high school." In the Rawalpindi division eight secondary schools are under Sikh management, and great enterprise has been evinced by this community. Five Anglo-vernacular middle schools in Multan under Muhammadan management were accorded recognition.

Collegiate Education.

14. *Statistics.*—The number of colleges has decreased by two which are included in the new Delhi province, and the rise in attendance is for this reason comparatively small. The expenditure shows an increase of Rs. 2,785. An increase of Rs. 26,230 in fee income, partly due to higher rates of fee, has lessened expenditure from other sources.

15. *Examinations.*—The examination results compare favourably with the averages of the quinquennium just ended. The following was the percentage of successful candidates from colleges in the province:—

		1912-13.	*Previous quinquennium.*
Arts	F. A. ...	51·6	47·8
	B. A. ...	35	36·3
	M. A. ...	50	44·6
Science	F. Sc. ...	62	48·8
	B. Sc. ...	48	41·4
	M. Sc. ...	100	78·1

16. *Buildings.*—The building activity of the year has been chiefly directed to improving equipment for science teaching and extending hostel accommodation. Science rooms have been built or added to at the Dyal Singh College, Lahore, and the Hindu College, Delhi, in the latter case at a cost of Rs. 14,000; and the Dyal Singh and Islamia Colleges have added dormitories. In other cases fresh building accommodation has been secured by renting buildings, the Government College being enabled in this way to find space for a common-room. Additions to libraries are also reported. In the Murray College, Sialkot, recently raised to the first grade, a block of class rooms and a staff room are in course of erection.

17. *General.*—The staff for science teaching has been strengthened in the Government, Khalsa and Dyal Singh Colleges, and in the Government College a second professor of English and professors of Arabic and botany have been appointed. The Murray College, Sialkot, has added professors of mathematics and philosophy to meet its new needs. St. Stephen's College, Delhi, has now a staff of six Oxford or Cambridge University men, two having been added in the year.

The reports of the different colleges evince the attention that is now paid to the physical education of students, and mention a variety of forms of physical exercise. The need of playing fields is to some extent relieved by the encouragement of gatka clubs, cross-country running and gymnastics, at the Government College, Lahore; and swimming is practised in more than one college.

The Government College lost the services of its Principal, Mr. Robson, who retired in September from the service to take up the appointment of Principal of the Prince of Wales' College, Jammu. Mr. Robson, whose term of the principalship had extended over fourteen years, was an officer of ripe experience whose departure caused general regret. He was succeeded by Major J. Stephenson, I.M.S. Mr. B. M. Jones, who had done much for the scientific and general life of the College, resigned the service through ill-health, and was succeeded by Mr. B. H. Wilsdon. The College examination results showed an advance; and science proved a most popular subject of instruction. Physics students numbered 215, chemistry 217, botany 172, zoology 166. New biology and physics laboratories are about to be erected. The College has a variety of clubs for physical and intellectual recreation.

Among other colleges the Dayanand Anglo-Vedic College, Lahore, had a large accession of students: the total number reached 798, 627 of whom were boarders. Playing fields are greatly wanted. At the new Dyal Singh College the numbers rose from 344 to 372. Of the Murray College, Sialkot, the Principal says:—"The year is perhaps the most remarkable in its history, because it marks the raising of the College to the first grade and the opening of the third year class."

18. *Punjab University*—Certain changes in the regulations with a view to provide concessions in special cases were made during the year. Affiliation was granted to the Prince of Wales' College, Jammu, in physics and chemistry up to the B. A. and B. Sc. degree standard, to the Kinnaird High School for Girls, Lahore, up to the Intermediate standard, to the Sri Pratap College, Srinagar, in philosophy up to the M. A. degree, and to the Government and Forman Christian Colleges, Lahore, in Latin up to the Intermediate standard.

Arrangements have been made, with the aid of the imperial grant, to appoint University professors of Arabic and Sanskrit.

Funds have been allotted for building an Observatory, and the property of the Convent in Anarkali has been bought for the requirements of the Law and Oriental Colleges. Money has also been allotted for improving the athletic grounds, and removing offices situated in the University premises; and a house has been built for the Assistant Registrar. The extension of the University library buildings will shortly be begun.

Special courses of lectures were given in the year on phonetics, Arabic literature and philology, Indian art, Moghul architecture and subjects of scientific interest by specialists of note, and were well attended.

Secondary Education.

19. *Statistics.*—The comparative smallness of the numerical increase (5 schools and 542 pupils) is due to the exclusion of seven schools situated in the Delhi province from the statistics. Among new high schools are the Khalsa schools at Sialkot, Rawalpindi and Faruka, Hindu schools at Ambala and Gujranwala, and district board schools at Gurgaon and Sargodha. A number of unrecognised secondary schools have also been opened, especially in the Jullundur and Lahore divisions. "These private schools," says the Jullundur report, "which numbered 7 with 360 pupils six years ago, and 23 with 2,000 pupils last year, have during this year increased to 35 with 3,200 pupils." The recent rise in fee rates facilitates expansion, little being needed from private sources to maintain a school in some sort of working order. Expenditure has risen by Rs. 1,50,297, fees contributing Rs. 1,66,404 and district funds Rs. 19,918 more. The more liberal terms of maintenance grants and the additional income from fees have combined to reduce expenditure from private sources, which, though it has risen in the aggregate, has declined in individual aided schools. Such schools, the Multan Inspector points out, "are now less dependent for their existence on collections of small monthly subscriptions—this makes for permanency of educational institutions, relieves school managers of the necessity of keeping a number of persons, mostly

parents of school children, in good humour, and in consequence enables them to enforce strict discipline." Part of the additional funds thus made available has been spent on raising teachers' salaries.

20. *Buildings.*—In nearly every Government high school accommodation is being or has already been improved. Projects, however, have been delayed by the difficulty of securing suitable sites at a reasonable cost. Several type plans for school buildings have been issued for guidance by the Department, and aided schools in all divisions are reported to be taking advantage of the grants now offered to improve existing accommodation or rebuild on suitable sites outside the towns. It is not infrequent (as in the Gujranwala and Hoshiarpur districts) to find board school buildings worse than those of aided schools, but the rehabilitation of existing vernacular and Anglo-vernacular schools is being undertaken by local bodies; some time, however, may be expected to elapse before all their schools are properly housed. The standard of accommodation, ventilation, lighting, etc., is rising generally.

21. *Teachers.*—The reorganisation of the Subordinate Educational Service has ensured annual promotion for teachers in Government service, and revised scales of salary have been introduced generally in schools under local bodies. Provident funds, already established by the district boards, have begun to be instituted in aided schools, which find it increasingly difficult to secure good teachers. The percentage of qualified teachers is stated to be over 66 in the Lahore division, 65 in Rawalpindi, and over 59 in Ambala.

22. *Private enterprise.*—In addition to the starting of new schools, a number of instances of gifts for school purposes are reported. Thus in the Lahore division Rs. 4,000 were offered at Kalanaur for the conversion of the school into an Anglo-vernacular one; Rs. 8,000 were collected at Bhopalwala Sialkot district) for an Anglo vernacular middle school; and the Hindus of Amritsar maintain Pathshalas there at an annual cost of Rs. 24,000. In Rawalpindi Rs. 10,000 were collected at Sargodha for the conversion of the middle school into a high school, and the residents subscribed Rs. 3,000 in order to introduce the teaching of English into the Naushahra (Shahpur) vernacular middle school.

23. *Moral training.*—The tutorial system and social service groups have been experimentally introduced in a few schools. Two inspectors observe a correspondence which is becoming marked between the school morale and the existence of party spirit outside the school, which, as the Multan Inspector says, "is likely to add to the difficulties of internal administration in schools." But the gradual transfer of city schools to extra-urban sites should have a beneficial effect upon discipline.

Primary Education (Boys).

24. *Statistics.*—Excluding European schools, there was an increase of 273 primary schools, and of 18,060 scholars. Adding the 69 schools now included in the Delhi province, the real increase of schools was 342. This is the first year's result of the "Durbar" grant for education, which has also, of course, been utilised in the provision of buildings and raising of teachers' salaries. In future years, as the output of trained teachers increases, an average annual addition of some 15 to 20 schools per district may be found possible: it would be unsafe to reckon on a higher figure at present. The rate of progress was fastest in the Lyallpur district, where the district board opened 57 new schools. Among other districts which increased their schools were Gurgaon (12), Hissar (12), Rohtak (6), Gurdaspur (28), Sialkot (15), Amritsar (10), Gujranwala (9), Lahore (8), Gujrat (12), Shahpur (29), Rawalpindi (18), Mianwali (21), Attock (12). Details have not been given in the case of the Jullundur and Multan divisions. Of the Jullundur division the Inspector writes: "The districts vary a good deal in the extent to which education may be said to be accessible; for the division extends from barren tracts in the south and east, through a fertile and densely-populated middle area, to the hilly regions of Hoshiarpur and Kangra. Literal accessibility in the sandy Ferozepore

district on the one side and in the Kulu hills on the other is out of the question for a long time to come. In Ferozepore with its small scattered villages it would require about four hundred additional small schools to bring education within two miles of every pupil. In parts of the more fertile district of Ludhiana, on the other hand, and in nearly the whole of the rich Jullundur district (in which primary schools of over 100 pupils are common) schools are within a mile or two of nearly every village already, and the problem is to make education not accessible, but available, that is, to provide enough schools for the pupils crowding for admission. But along with the river bank in Ludhiana runs a broad swampy tract known as the Bet, inhabited by a rude pastoral population who are too primitive to appreciate education, and schools have been tried and have failed there in the past. In Kangra again it is premature to attempt to reach the semi-pastoral nomadic Gujjars and Gaddis of the upper hills ; amongst the lower hills it is, of course, impossible to apply any mileage standard of accessibility ; where there are cliffs and torrents a school may be inaccessible within a mile of one's door. A system of primary school boarding houses has been found to work in these circumstances, and may be extended." In the Rawalpindi division, which contains educationally backward districts, there is now on an average one public school for eight villages, and the percentage of attendance has risen from 19·7 to 22·4. An increase of 15,083 is recorded in the total number of agriculturists' children attending primary schools, but this may be partly due to a more lenient interpretation of the term. Gurmukhi-teaching schools for boys have increased in number from 102 to 116, but the number of pupils attending them has diminished, and is in striking contrast to the number of girls (13,516) attending such schools.

The direct expenditure on primary education (*i.e.*, expenditure on tuition) increased by Rs. 1,29,040, most of which came from district funds, or in other words, from the new grants. There was a rise of Rs. 14,722 in the receipts from fees.

25. *Teachers* —It is satisfactory to report that the increase of schools has been accompanied by a general improvement in the qualifications of teachers. In the districts of the Rawalpindi division the percentage of certificated teachers in board schools varies from 57 to 64, while in the Ambala division 609 out of 979 teachers employed in primary schools are said to be trained men. Local training classes continue to supplement the output of teachers from Normal schools. Of the five classes in the Jullundur division the Inspector writes: 'The number of applicants has far exceeded that of stipends offered; in one case there were over 120 applicants for 20 stipends. Consequently from new 'upper primary passes' and 'middle fails', some of them already teachers, it has been possible to select a fairly handy lot of students, and being placed under a vernacular middle school headmaster and an assistant teacher directly familiar with village needs, and visited twice or thrice in a session by an assistant inspector of schools, Normal school headmaster, or inspector, there has been life in the work of these classes, and the students who have returned to the schools are mostly doing well. They start work on Rs. 12, as does the junior vernacular teacher, in order to draw a two-thirds salary grant, and it is possible that they may not compare so unfavourably with the junior vernacular teacher as the difference in previous education, in duration of training, or in the calibre of their teachers, would suggest." In the Lahore division an annual supply of 150 to 200 teachers from the training classes is anticipated. Graded scales of salaries from Rs. 12 to Rs. 30 per month are being generally introduced, and teachers have the benefits of a provident fund and the chance of postal allowances. As a result the teacher's calling has become popular and there is no longer a dearth of recruits.

26. *Instruction.*—A new and simplified scheme of studies has been issued. Of this the Multan Inspector says :—" The distinction between the two types of schools intended to supply the needs of the village population has been obliterated since the close of the year under report. I need not therefore make any comments on the last stage in the evolution of a primary school—a stage

which has had a fair trial and has now passed away. The experience gained has been utilised in recasting the curriculum; the final product harmonises conflicting interests, and appears to be well suited to the requirements of different communities. The distinctive features of the rural school have been preserved, but in a simplified and more workable form." The teaching of the newer and more "practical" subjects of instruction is, as usual, unfavourably noticed in the reports.

Mr. Wyatt's account of his "surprise visits" to village schools deserves quotation here. "In one case the head teacher was away—collecting pupils in a neighbouring village, as his assistant explained; in another the teacher, who was also the village postman, was surrounded with postal material—he explained that he was giving a lesson on the post office to the class. He had, however, in the interest evoked by this lesson, forgotten to mark their attendances. In a third case a group of pupils were sitting idly in the village, and the teacher, an inexperienced youth fresh from the Normal school, could only explain that yesterday had been a public holiday. He had lost the key of the register almirah, so that it was not possible to discover at the moment how long the holidays had lasted. In some schools, however, it was pleasant to find everything in order, and visits of this kind show clearly how the success of a village school, and also its numbers, depend upon the zeal of the individual teacher: and how unsafe it is to conclude that because the last school in some village failed, another one, if put there, will not succeed."

27. *Buildings.*—Grants amounting to Rs. 2,29,500 were made to the district boards during the year for the erection of buildings for vernacular schools, and many such buildings were completed or under construction by the end of the year. Thus in the Lahore division the Amritsar district board built one new school-house and improved 32, Sialkot built three and extended three, and Gurdaspur and Lahore each erected or extended nine. In the Multan division 32 buildings and in Jullundur 33 were under construction. The Multan Inspector reports that about Rs. 11,500 were contributed by residents, in addition to gifts of land, for this object. The practice of entrusting repairs to school committees is becoming more common.

28. *Aided elementary schools.*—The new rates of grants have given a stimulus to the starting of schools by private agency. The Arya Samaj has started several schools for Meghs in the Sialkot district. In the Rawalpindi division there has been an increase of 41 in aided elementary schools, and in Multan of 21. But board schools are more in favour with the people than private "venture" schools. In noting the increase of such schools, especially in Kangra, the Jullundur Inspector says:—"It may be taken for granted that the indigenous type of school will now decline, and the policy adopted in Kangra—which is being recommended generally—of admitting indigenous school teachers to local training classes will entail the conversion of indigenous into board schools under certificated teachers."

Training of Teachers.

29. *Central Training College.*—The Principal, Mr. Knowlton, was absent for four months on special duty in Jodhpur Mr. Parkinson, the new Vice-Principal, and Mr. Buchanan, Instructor in manual training, joined in March. It is satisfactory to report that there was keen competition to enter the Training College, and the number on the rolls increased from 229 to 276: 17 of these were sent by Native States, and six stipends were provided by the Khalsa Diwan. The B. T. class consisted almost entirely of men who had taken honours in the B. A. examination or had passed that examination with credit: about 30 graduates had to be rejected. Owing to the increase of numbers 46 students had to live outside the hostel. The cost to provincial revenues per student fell from Rs. 344 to Rs. 302. A further expansion of the College being impossible, a scheme is on foot for locating a separate junior training college at Jullundur. The want of playgrounds is a serious

hindrance to the efficiency of the training : it can hardly be expected that the average teacher will interest himself and take part in school games if no stress is laid on activity in this respect during his course of study in the College. The Principal writes in this connection :—" The new Vice-Principal is most anxious to improve the physical training given in the institution and to infuse a greater interest in manly games. It would be a great pity if owing to the want of suitable playing-fields the College should still be unable to profit by his desire and ability to help forward this branch of the work. From a discussion with him on the results of the recent examination, I infer that the attainments of the students in gymnastics compare favourably with those of English students under training, but that the drill lacks that smartness and precision which characterises similar work at home" Mr. Knowlton has submitted a full and interesting report, in the course of which he remarks :— " For the last twenty years the staff of the Training College has striven to demonstrate and impress three important truths on the students : first that in oral teaching the eye as well as the ear should be appealed to by the employment of objective and graphic illustrations ; secondly, that home-made illustrations which the pupils can easily reproduce are more effective for teaching purposes than those purchased from educational publishers ; and thirdly, that the reproduction of such illustrations by the pupil should be insisted on whenever possible. It is only during the past ten years, however, that educational handicraft in the form of what is erroneously but commonly known as " kindergarten occupations " has been prescribed by the Department as an essential part of the course of study for students in training. One cannot but feel disappointed with the progress made during that period in the teaching of the subject in our schools. Teachers show or tell pupils what to do ; pupils imitate the acts or blindly follow the instructions of their teachers, and even inspectors are liable to estimate the quality of the instruction by the neatness of the specimens submitted to them at the annual examination. Thus the teaching is too often unintelligent, the work of the pupils mechanical, and the estimate of the worth of the exercise based on the wrong data. The introduction of educational handicraft into our schools has undoubtedly made school work more attractive to the pupils, but much better results would have been obtained if our instructors had been men of higher intellectual attainments." The appointment of a specialist, Mr. Buchanan, to direct and supervise manual training and the provision of a workshop for the purpose will, it is hoped, be of great value. Of 234 students sent up for examination 205, or 88 per cent., passed, a result on which the staff are to be congratulated ; 42 out of 49 students sent up obtained the B. T. degree.

30. *Normal schools for men.*—A new Normal school was opened at Lyallpur at the close of the year, and schemes for several other Normal schools are being worked out. The improvement in the pay and prospects of primary school teachers has had a most beneficial effect. Men are now eager to undergo a course of training, and instead of district inspectors having to use pressure to induce men to attend the Normal school the number of applicants for admission is greatly in excess of the number for whom accommodation has been provided. The result is that it is now possible to make a selection and to reject men who do not possess the natural gifts necessary for successful teaching. At the beginning of the session every stipend was allotted, and a number of students asked to be allowed to undergo a course of training at their own expense. As in former years, a few students whose progress and capacity for work did not satisfy their teachers were weeded out in July ; but even after this had been done no less than 422 remained under training till the end of the session, and with one exception all of these were sent up for the junior vernacular certificate examination. It is too early to estimate the effects of the simplification of the course of study ; and the result of the revised curriculum will have to be carefully watched. But all the headmasters of the Normal schools welcome the changes which have been made, and agree that the scheme of studies is now more practical and likely to result in the Normal schools turning out more efficient teachers.

Instruction in the principles and practice of teaching receives much attention ; and most of the students did well in this subject. Even in Multan, where the pupils did not do as well as those of other Normal schools, there was not a single failure in school management. Probably the best training in the practice of teaching is given in the Delhi Normal School. There the head master has arranged that the students sent to work in the Model School shall take entire charge of the class and be responsible for the teaching of every subject taught through the medium of the vernacular. Thus, as the Inspector of Schools, Ambala division, points out, "the Model School is practically run by the Normal School students for six months of the year". In the other Normal schools the practical training is less thorough; but in every school specimen lessons were delivered by members of the staff, the students delivered several criticism lessons, and batches of students were sent for a week at a time to work in the Model School.

The results of the junior vernacular certificate examination were satisfactory. Of the 421 sent up, 359, or 85 per cent., passed: 17, or five per cent., passed in the first division. Every Normal school sent in one or more teams to the annual athletic tournament The Lahore and Multan teams won most of the prizes. During the year the Delhi Municipality made over to the Normal School about an acre of *Bela* ground to be used as a playing field. For the first time gymnastics and drill were made compulsory in the junior vernacular examination.

The moral training of the students is constantly kept in view. At Delhi and Rawalpindi the tutorial system prevails, and every member of the staff is made personally responsible for the intellectual progress and conduct of a selected number of students. In some schools the day's work opens with a prayer or a hymn to the Deity. Personal intercourse out of school hours and lectures and meetings of the literary and debating societies are the chief means employed to impress on the students their duty towards their fellow-men.

31. *Training classes.*—These are classes where boys who have passed the upper primary examination are trained for six months and then sent out to work as assistant teachers in lower primary schools and departments. During the year such classes were held at 15 centres, and 216 out of the 253 students sent up for examination were successful. Before the close of the year nine new classes had been formed and there were about 170 pupils under training.

32. *Training institutions for women.*—In the Lahore Normal School there were 35 on the rolls Of the 21 new admissions in 1913, all but three came from outside districts and had to be accommodated in the hostel. The school is rapidly increasing in numbers, and is already overcrowded. The Chief Inspectress writes:—"The training given has improved considerably during the last three years. The girls who pass out from the senior vernacular class are well trained and work well as headmistresses of middle schools. It is quite the exception for any of them to be unwilling to take up posts at once, and the aided schools offer very large salaries as inducements to them. In the junior class the women are mostly teachers sent in from district schools, who return to their posts after training. Some of these women find it very difficult to work up general subjects, especially arithmetic, but do well in practice of teaching, school management, and needlework." There are training classes at Amritsar, Sialkot and Gujranwala which supply a number of teachers. A new class, for Christian teachers, was started at Clarkabad. Anglo-vernacular teachers are trained at the Kinnaird High School, Lahore: six such teachers were trained during the year.

33. *Training institutions for Europeans.*—The training class at Sanawar numbered 16 students, of whom 7 were from the Punjab, 4 from the United Provinces, 2 from Madras, 1 from Bengal and 1 from Bombay. Madras and Bengal sent students for the first time. All the six students who passed out in 1912 obtained employment in the United Provinces. The Principal of the

Lawrence Military Asylum strongly urges the need for a proper building to accommodate the students under training, as the class has passed the stage of an experiment and is now a valuable asset of European education. St. Bede's College, Simla, contained 32 women students. At the certificate examination all the candidates presented were successful, 8 out of 12 gaining distinction. The state of the institution is in every respect satisfactory.

Professional and Technical Education

34. *Professional institutions.*—The Law College is about to be moved into the new premises purchased by the University. The number of students was 164: owing to the decision to abolish the vernacular section there will be a smaller number in future, and a restriction of the admissions to pleaderships may also cause a decrease. In the Medical College there was a decrease of 15 students. The Principal says :—" Now that the Medical College no longer carries out the teaching in preliminary sciences it is entirely dependent for new students upon the results of the Intermediate examination of the Science Faculty. Few science colleges in the Punjab teach up to the standard formerly taught by the Medical College itself, and still exacted by the Medical Faculty for admission into the medical classes, and until the teaching of biology, chemistry and physics in the science colleges generally reaches the old Medical College standard, the percentage of passes in the Intermediate Science examination is likely to continue low and the number of candidates who apply for admissions to the Medical College to remain limited." The Inspector General of Civil Hospitals thinks that one reason why fewer men are entering the Medical College is that the Indian public of the Punjab are satisfied with Sub-Assistant Surgeons and compounders and often prefer hakims and vaids: latterly more Assistant Surgeons have qualified than can be taken into Government service. The need of separating the Medical School from the College is again represented in the report.

The North India School of Medicine for Christian Women, Ludhiana, is enlarging its scope with the help of a grant from Government, and will henceforward be known as the Women's Christian Medical College. The Yunani Class in the Islamia College, Lahore, had 60 students, and the Vedic Class in the Dayanand Anglo-Vedic College 38.

In the Veterinary College the demand for admission is very great, and the College is unable to provide sufficient graduates for the needs of the country. There were 181 students on the rolls, and the number in each class is about 60. The Agricultural College had 61 students reading for the diploma, and special courses were also arranged—a vernacular course of practical agriculture, for zamindars' sons, one dealing chiefly with improved farm implements, for military overseers, and a five weeks' course of farm tuition for Assistant Commissioners. Eight out of 17 candidates were awarded diplomas. The educational attainments of the students who join are considered to be below the standard required, and it is suggested that the course should be lengthened. The Principal writes :—" Our Licenciates of Agriculture have shown no marked inclination up to the present to take to farming after leaving college—nor can the diploma course be considered a popular one. Its main justification at present is for the creation of a staff who are in future to assist in the expansion of the work of the Agricultural Department as the results of our researches become available. But this alone would not seem to justify the heavy expenditure which a college of this kind entails unless there is in addition a real demand on the part of the province for higher education in scientific agriculture, for the staff required for working farms and laboratories can be trained without the elaborate machinery of an educational institute."

The new Engineering School at Rasul was opened in April 1912; the number on the rolls was 98. The facilities in the neighbourhood of Rasul for practical training are found to be of great value, and the school has made a promising start. Engineering classes continue to be held in the Dayanand Anglo-Vedic College, Lahore, but the number of students shows an annual decline. Mechanical engineering is taught in the Hindu Technical Institute, Lahore, which had 57 students. The President, Rai Bahadur Ganga Ram, C.I.E, has introduced a more practical form of training.

35. *Industrial training.*—The Mayo School of Industrial Art had 231 students, of whom 124 were Muhammadans and 95 Hindus and Sikhs. The large new workshops were nearly completed by the close of the year, and an additional staff is about to be engaged. Fourteen industrial schools were inspected by the staff. A hostel and a residence for the Principal are urgent needs. As to industrial training elsewhere, a feature of the year has been the opening of carpentry and other industrial classes in connection with schools for general education. Thus in the Ambala division four such classes were started, and several in the Jullundur division. In the Lahore division industrial schools for low-castes have been opened by the Arya Samaj and the Salvation Army. New board industrial schools have been started at Rewari and Dera Ghazi Khan, and other schemes are in contemplation. The Multan Inspector says :—" The movement for the provision of industrial training is in its infancy. The need is felt by the people, but it has failed to arouse enthusiasm, although liberal grants from provincial revenues are available. The industrial schools in existence have not yet passed the experimental stage. Measures have yet to be devised to put life into these schools." Mr. Wyatt, the Jullundur Inspector, advocates the introduction of manual training into ordinary schools. Prejudice against industrial occupations, he remarks, can best be removed by familiarising ordinary school boys with simple manual work.

36. *Reformatory School, Delhi.*—Schemes for the extension and improvement of the buildings have been held in abeyance owing to the uncertainty of the future location of the school. There were 142 boys on the rolls, of whom 6 were out on license with private employers. As proof of the fact that the surveillance of the boys does not cease entirely on their discharge from the Reformatory, the Superintendent can account for 60 out of 66 boys recently sent to their homes, and of these 60 only 8 appear to have relapsed. The profits on manufactured articles amounted to Rs. 1,901, as compared with Rs. 1,472 in the preceding year.

37. *Commercial training.*—The Government Clerical and Commercial School Amritsar, continues to attract students, the numbers on the rolls having risen from 61 to 88. The Inspector reports :—" The school has grown largely and there is more life and go in the teaching, but owing to the fact that the majority of the boys come from the weakest sections of other schools, the progress is not first-rate." Commercial training is also given in the continuation classes for men and women conducted by the Young Men's Christian Association and Young Women's Christian Association, respectively, for which grants-in-aid are made to both institutions. In the former classes there were 57 students and in the latter 36.

Education of Indian Women.

38 *Statistics.*—It was remarked in the report on the quinquennium ending 1911-12 that the number of pupils in girls' schools had risen by 55 per cent. Since then there has been a further increase of over ten per cent. in attendance, the number in 1912-13 being 37,485 against 33,820 in 1911-12. The number of schools is now 745 against 669, and comprises six high, 32 middle and 707 primary. The distribution among divisions is as follows :—

Lahore, with 231 schools and an attendance of 13,793 girls, stands far above the other divisions.

Rawalpindi has 182 schools and 9,213 scholars.

Multan stands next with 105 schools and 5,911 scholars.

Jullundur has 126 schools and 5,282 scholars.

Ambala has 101 schools and 3,283 scholars.

39. *Instruction.*—A few schools—the Kinnaird School, Lahore, Alexandra School, Amritsar, and Dev Samaj School, Ferozepore,—prepare girls for the Matriculation examination, and the Kinnaird School is about to open college classes, chiefly for training purposes. Middle schools are of two distinct types, *viz.* those which follow the Code scheme of studies, and those which adopt a scheme similar to that of the Kanya Maha Vidyala, in which attention is mainly paid to languages, music, needlework and religious instruction. Primary schools, especially those in outlying towns and villages, are indifferently staffed, but the salaries of the teachers were raised during the year. The difficulty of obtaining books and apparatus is sometimes felt, especially in schools managed by small municipalities which make no provision for the purpose. "Many parents," the Inspectress remarks, "would rather keep the children at home than pay anything for books; and in order to keep up the school the mistress has to buy all necessary apparatus herself."

Most of the girls in attendance are in the lower primary classes, and the Inspectress remarks that it is unfortunate that as yet no regular kindergarten teaching is given. "In the Amritsar municipal board schools alone there are 600 babies who were much brightened up by the simple games and physical exercises which the inspectresses spent several days in teaching to the mistresses and children. The teachers in charge of the infant class are, however, so old that they can hardly move about, much less play. If there were a capable kindergarten lady in charge of these sections of the branch schools in towns, she could train infant class mistresses as well as manage the classes, and none of the very short school life of the little girls need be wasted. The example set by these institutions would very soon be followed by the larger aided schools. The practical kindergarten work at this stage would also be most valuable; for at present teachers fail to realise that children learn by doing. They therefore devote all their efforts to teaching the alphabet by constant repetition instead of trying to form character, to arouse the children's curiosity and interest and to get them to learn through their own observation from things and not from words."

Needlework is said to be good in all Christian schools, and the elder girls in large schools, especially Muhammadans, show great skill and neatness in embroidery. Practice in cookery is given in most of the boarding schools, the time-table being arranged to allow of a certain number of the girls cooking one of the meals for the others every day. St. John Ambulance classes have been started at the Kanya Maha Vidyala, Jullundur, and the Maharani of Burdwan's unaided school at Lahore.

40. *Buildings.*—The question of providing better accommodation for girls' schools has received special attention this year, and municipal and district boards have received grants from provincial revenues to enable them to improve existing buildings or to erect new ones. It is hoped, the Inspectress says, that during the quinquennium all the large primary schools will be suitably housed in well-ventilated and sanitary buildings, and that as many as possible will be provided with parda playgrounds. The Queen Mary College has now a very fine building with every modern convenience and extensive grounds. The Kanya Maha Vidyala, Jullundur, and the Sikh Kanya Maha Vidyala, Ferozepore, are erecting large hostels on the quadrangle plan at a short distance from the city. These are the largest boarding schools in the province. The Christian secondary boarding schools are for the most part well accommodated, and the primary boarding schools, such as that at Narowal, are erecting new buildings. The American Methodist Mission is putting up a fine schoolhouse with dormitories in Lahore, and the American Presbyterian Mission is starting at Sangla Hill the first large school building on the cottage plan.

41. *Examinations.*—From the Kanya Maha Vidyala girls were sent up both for the Shastri and Pragya examinations of the Punjab University, and three teachers from the Multan Municipal Middle School passed the Pragya examination. The headmistress of the Municipal Board Middle

School, Rawalpindi, passed the Budhiman (Panjabi) examination. The Urdu and Gurmukhi mistresses of the Normal School passed the Proficiency examination of the University. Including extra-provincial candidates, 21 girls appeared for the Matriculation examination, of whom 13 passed; six out of seven passed the Junior Anglo-vernacular Certificate examination; eleven out of eighteen the Senior Vernacular Certificate and fifteen out of twenty-three the Junior Vernacular examination. In the Middle School examination 211 appeared, of whom 146 were successful.

Education of Europeans.

42. *Statistics* – There has been no change in the number of schools. The number of pupils rose by 59 to 2,598. The Inspector points out that the actual numbers are greater than those shown in the returns, as many pupils do not return to schools in the hills until after the 31st March. In the Simla schools alone the increase in June over the numbers of last year was 159, and the Murree schools also show a considerable rise in the total.

The total expenditure from all sources was Rs. 8,48,742, against Rs. 7,69,733 in the previous year. Provincial funds contributed 32 per cent. of this and fees 36 per cent. The increased provincial contribution was largely due to an additional sum of Rs. 30,000 being spent in the form of staff grants, including subsistence allowances now given for the first time to members of religious bodies. The financial condition of the schools is improving yearly.

43. *Teachers.*—Of the total of 211 teachers, 19 hold British and Indian University qualifications, 103 are trained and certificated, and 34 are untrained but certificated. The other 55 are uncertificated, including 30 who are members of religious orders. The pay of several teachers was raised, and twelve schools took advantage of the newly organised teachers' provident fund.

44. *Instruction.*—The Inspector notes an improvement in English and Latin (taught in only two schools): Urdu and French should, he thinks, be taught more as living languages, and by the direct method. He adds, "a stimulus has been given to the practical work in connection with domestic economy in girls' schools by small grants awarded for this purpose during the last two years. There is now in several schools some attempt put forth in regard to actual cooking and laundry work, the drafting and cutting out of garments, etc."

45. *Examinations.*—The pass percentage in the High School examination rose from 61 to 66, and in the Middle School examination from 38 to 50. Arrangements have been made to hold the Cambridge Local examinations in the province.

46. *Buildings.*—The Inspector says:—"During the year provincial revenues contributed Rs. 28,444 to the building or enlargement and improvement of nine schools, the largest sums (Rs. 10,000 and Rs. 9,172) going to the Convent schools at Murree and Simla, respectively. The total expenditure from all sources on buildings amounted to Rs. 71,685. The scheme for the rebuilding of the greater part of the Auckland House School, Simla, is apparently at a standstill. The Lawrence School, Murree, has not yet had its permanent building begun. The school has been provided with temporary structures to meet pressing needs. Bishop Cotton School, Simla, has recently had money sanctioned for a gymnasium, and the work will be taken in hand shortly. The new building for the Convent School, Murree, begun in September, 1911, is not likely to be finished till September this year. The additional building for the Cathedral Girls' High School, Lahore, and the new school house for the Station School, Rawalpindi, have been completed and occupied during the year. The Convent School, Lahore, has sold its property at a very remunerative price, and will shortly

build a new school on the Durand Road. St. Anthony's School, Lahore, also contemplates rebuilding on an extensive scale, and the new building for the Cathedral Orphanage for Boys is nearly finished. The Mayo School, Simla, has effected several necessary improvements, towards which Government aid was liberally given."

47. *Miscellaneous.*—The principalship of the Lawrence Military Asylum, Sanawar, was vacated by the Revd. A. H. Hildesley in July, after 28 years' energetic and devoted service, during which he raised the school to its present level of efficiency. He has been succeeded by the Revd. G. D. Barne. More accommodation for an increasing staff is badly needed, and building improvements have been sanctioned. The Cathedral orphanages at Lahore for boys and girls were amalgamated in the autumn with the Cathedral Boys' and Girls' High Schools, respectively, with consequent improvement in teaching efficiency. Mr. Wright's report concludes with the following general remarks:—"The increase in the number of pupils in the schools and in receipts from fees as well as in the number of teachers employed; the increase in expenditure, especially in the matter of a more liberal provision for staff grants and of subsistence allowances to members of religious orders; the raising of salaries of the great majority of teachers and the institution of a teachers' provident fund, which is already fast becoming popular; the provision of additional places on the free list for pupils in the primary departments of certain schools; the improved financial condition of nearly all the schools; the improvements effected in the buildings of certain schools; and a very fairly satisfactory rise in the character of the teaching and work generally, form a record of the year's work and attainments which is, I think, creditable alike to the schools and to the generosity of Government."

Education of Muhammadans.

48. *Statistics.*—Statistically the salient feature of Muhammadan educational progress during the year was an increase of 10,383 Muhammadan pupils in primary schools for boys. Hindu pupils increased by 4,634 and Sikhs by 2,927. In the Ambala division there was a decrease of about a thousand Muhammadan pupils at the primary stage, due to the formation of the new province, but in Rawalpindi and Multan, especially the former, there was a large rise in attendance. In girls' schools (excluding private institutions) the Muhammadan increase was 733, against 2,138 in the case of Hindus and 781 in that of Sikhs; but the number of Muhammadan pupils in girls' schools of all kinds is shown as nearly equal to that of Hindu pupils: Sikhs, in proportion to their numbers, lead the way. Otherwise there is no marked change to record.

49. *Progress by divisions.*—In the Ambala division a Muhammadan high school, which has not as yet been recognised, was started at Ambala: the Inspector states that there are more than a dozen aided elementary schools for Muhammadans in the division. In Jullundur Muhammadan enterprise has not been conspicuous: the management of the Islamia High School at Ludhiana has been unsatisfactory, and of 39 unrecognised private schools which have recently sprung up, only two are Muhammadan. The Muhammadan hostel at Jullundur for school pupils is said by the Inspector to be in an unsatisfactory state. In Lahore the percentage of attendance for Muhammadan boys has risen from 17 to 18·5, and for girls from 3·4 to 3·7: the best Muhammadan schools are those at Qadian and Amritsar. The Islamia primary school at Gujranwala has been raised to a high school since the close of the year. In Rawalpindi the percentage of attendance for boys has risen from 14·2 to 16·9; the Islamia high school at Rawalpindi is not well managed, but is about to be improved. A society for the development of Muhammadan education has recently been started. The Sikhs are educationally the most progressive community in this division. In Multan Muhammadan pupils in public schools continue to increase more rapidly than Hindus, but the education of Muhammadan girls makes slow progress. 66 per cent. of the elementary schools supported from public funds are in charge of Muhammadans. Five English-teaching middle

schools are under Muhammadan management, and are gradually being improved, but as usual the staffs are weak. There are Muhammadan hostels at Lyallpur and Gojra. The Inspector says "In the earlier stages of schools of all types for boys the Muhammadans preponderate, but they fall much behind the other communities in strength relatively to the population. The awakening is general, though the lower strata of society have not yet begun to show active interest in education. The upper classes feel strongly their having been left behind in the race, and are now striving to recover lost ground. The chief causes now at work which retard progress are comparative poverty, the large proportion of agriculturists and labouring classes, thriftlessness, and the habit of discounting the future."

The Punjab Text-book Committee.

50. During the year the general Committee met six times, and there were thirty-five meetings of sub-committees. 641 publications were considered by the Committee, and 320 were recommended either as text-books or for inclusion in school libraries.

The Committee's own publications include an Urdu translation of Major Perry's "Life, Light and Cleanliness," a new Urdu primer, and two Hindi readers for girls' schools. New editions of 49 books were published.

Brief notes are now drawn up showing the contents, scope, and special features of books recommended, for the guidance of school managers and headmasters when making annual additions to the libraries of their schools.

The Committee presented 6,375 volumes to school libraries, of which 1,988 were given to vernacular schools. Various magazines were also supplied to selected institutions. Thus, "Visvakarama" (examples of Indian architecture, sculpture, painting and handicraft)—a work issued in quarterly parts—was presented to twenty-five high schools. A copy of "Raushani," a scientific vernacular monthly, is sent to every vernacular middle school. 500 copies of "Kisan" are distributed among middle and selected primary schools. Over a thousand selected village schools receive every week a copy of "Phool." Thirty Urdu globes were also presented by the Committee to vernacular middle schools.

Rewards of the aggregate value of Rs. 3,500 were made on the recommendation of the Committee to authors who submitted works for consideration in connection with the Patronage of Literature fund.

The finances of the Committee are in a prosperous condition, the year closing with a balance of Rs. 60,521.

Miscellaneous—Conference on the Education of Girls.

51. A conference was held shortly after the close of the year under report, the proceedings of which may be briefly referred to. Between 40 and 50 persons, of whom the majority were ladies, attended the conference, which lasted for three days. Recommendations were made regarding (*a*) the proposed new curriculum for Anglo-vernacular Schools, (*b*) the award of scholarships to girls, (*c*) the establishment of local training classes, (*d*) the inspection of girls' schools, (*e*) modifications of the grant-in-aid system, and other special points. The discussions were most interesting and suggestive.

J. C. GODLEY,

Director of Public Instruction, Punjab.

APPENDIX.

Medical examination of School pupils.

A general account of the existing state of school equipment and internal economy in relation to the physique of pupils was given in Appendix E of the last report. The following is a summary of what has recently been attempted in the direction of special individual inspection of schools and pupils. In the last two years the attention of local bodies and school managers has been drawn by departmental officers to the necessity of devoting more attention to the physical condition of school pupils, and a beginning has been made in each division.

Lahore.—A circular was issued by the Inspector recommending—

(*a*) the general maintenance of records of weight, height, chest measurement and eye-sight tests;

(*b*) a more careful observation of pupils on the part of teachers, and the issue of advice to guardians when necessary.

This awakened general interest amongst secondary school authorities and led to action being taken in several schools. Five high (including three Government) schools have arranged for examination of pupils; five other high schools under private management have secured the services of medical men for the purpose. Amongst these the Dayanand Anglo-Vedic School, Lahore, has a doctor as hostel superintendent, and the Rang Mahal Mission School, Lahore, and the Khalsa High School, Gujranwala, have arranged for lectures by medical men in hygiene or physiology. In one board school a small fee is paid by the pupils for medical inspection.

Amongst local bodies the Gurdaspur district board has appointed a sub-assistant surgeon to visit the primary and secondary board schools in the district, combining the duties of sanitary and medical inspector. At Amritsar the health officer, Dr. Rozdan, assisted by other medical men, voluntarily inspected the city schools and examined pupils.

The Lahore municipality has arranged for inspection of its city schools. The results of a medical inspection undertaken by three doctors in Lahore schools are tabulated in the appendix to last year's report above referred to.

Multan.—Action has been taken in seven schools (including two Normal, and two Government high schools) comprising in all cases a record of weights, in one of chest measurements, and in two of eyesight tests.

Ambala.—Records were taken in one Government high school and in the Anglo-Sanskrit High School, Ambala city. In the latter the examination is more comprehensive, and the results are periodically communicated to pupils' guardians.

Rawalpindi.—Circulars advising (*a*) the taking of physical measurements, (*b*) an improvement in food arrangements, (*c*) an improvement in the provision of lamps and oil in boarding houses, have been circulated to secondary schools by the Inspector, who reports that action is being taken on them.

Jullundur.—Circulars were issued to secondary schools and local bodies in 1912 with a view to safeguarding pupils' eyesight by supplying spectacles after proper tests and prescriptions, and improvements in lighting arrangements generally; and a scheme was formulated which obtained almost universal approval from secondary school managers and local bodies for appointing a divisional itinerant medical inspector of secondary schools as an experimental measure at the charge of the schools and local bodies concerned.

From thirteen schools not under local bodies some kind of medical test or examination is reported, usually including records of weight, height and chest measurement, and attention to sight and general physique. The Dev Samaj High School, Moga, has a special dispensary and doctor for the purpose.

In the Kangra district the attention of the civil surgeon has been invited to the necessity of attending to the sight of pupils in secondary schools. An assistant surgeon examines pupils in the Kulu middle school.

In Ludhiana sight has been tested in two board schools, and the Ferozepore district board has made an allotment for supplying spectacles.

Conclusion.—A few local bodies and several secondary schools (especially Government schools and high schools under private management) have so far undertaken to arrange for the medical inspection of pupils, though often through lay or insufficiently qualified agency; in primary schools practically nothing has been done except in the Gurdaspur district; arrangements for treatment are usually lacking; and there is no uniformity of action or record.

Two sample tables of statistics are appended.

(A)

Result of medical inspection in Secondary and Upper Primary Departments of the Government High School, Amritsar.

Name of Department.	Number examined.	Married.	Not married.	Nutrition.		Cleanliness.				Heart.		Lungs.		Teeth.		Eyes.		Tuberculosis.	Rickets.	Other.
						Head.		*Body.*												
				Good.	Bad.	Good.	Bad.	Good.	Bad.	Normal.	Defective.	Normal.	Defective.	Normal.	Defective.	Normal.	Defective.			
High Department	104	32	72	84	20	102	2	103	1	102	2	101	3	54	50	48	56	1	1	7
Percentage	...	31	69	...	19	...	2	...	1	...	2	...	3	...	49	...	54	1	1	6
Middle Department	207	26	181	138	69	172	35	176	66	203	4	199	8	109	98	138	69	1	...	5
Percentage	...	13	...	...	33	...	17	...	17	...	2	...	4	...	47	...	33	·50	...	2
Upper Primary	180	4	176	150	30	163	17	165	15	180	...	180	...	114	66	139	41	...	1	2
Percentage	...	2	...	...	17	...	9	...	8	...	...	...	...	...	36	...	23	...	·5	...
Grand Total ...	491	62	429	373	118	437	54	439	52	485	6	480	11	277	214	325	166	1	1	...
Percentage ...	...	13	...	...	24	...	11	...	11	...	1	...	2	...	44	...	33	·2	·2	...

(B.)

Result of medical inspection in Secondary and Upper Primary Departments of the P. B. N. High School, Amritsar.

Name of Department.	Number examined.	Married.	Not married.	Nutrition.		Cleanliness.				Heart.		Lungs.		Teeth.		Eyes.		Tuberculosis.	Rickets.	Other.
						Head.		*Body.*												
				Good.	Bad.	Good.	Bad.	Good.	Bad.	Normal.	Defective.	Normal.	Defective.	Normal.	Defective.	Normal.	Defective.			
High Department	66	20	46	50	16	64	2	65	1	60	6	62	4	42	24	30	36	2	4	1
Percentage	...	30	70	75	25	97	3	98	2	91	9	94	6	64	36	45	55	3	6	2
Middle Department	176	25	151	129	47	161	15	161	15	171	5	151	25	110	66	88	88	5	3	2
Percentage	...	14	86	73	27	91	9	91	9	97	3	86	14	62	38	50	50	3	2	1
Upper Primary Department	168	5	163	133	35	154	14	151	17	163	5	152	16	108	60	105	63	3	2	3
Percentage	...	3	97	79	21	92	8	90	10	97	3	90	10	64	36	62	38	2	1	2
Grand Total ...	410	50	360	312	98	379	31	377	34	394	16	365	45	260	150	223	187	10	9	6
Percentage ...	...	12	88	76	24	92	8	92	8	96	4	89	11	63	37	54	46	2	2	2

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1912-13.

For Details, see General Table III.

AREA AND POPULATION.			Institutions and scholars.	PUBLIC INSTITUTIONS.								PRIVATE INSTITUTIONS.		GRAND TOTAL.	PERCENTAGE OF
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.						
							Primary Schools.								
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
97,213	Towns ... 140 Villages ... 33,421 Total ... 33,561	Males ... 10,992,067 Females ... 8,982,889 Total ... 19,974,956	Institutions — For Males ...	9	6	317	3,340	349	20	25	4,066	186	2,384	6,636	Institutions to number of— towns ... 19·77; villages ... 5·03
			Institutions — For Females	...	1	56	609	100	8	5	779	1	908	1,688	
			Institutions — Total ...	9	7	373	3,949	449	28	30	4,845	187	3,292	8,324	Total ... 24·80
			Scholars ... Males ...	2,770	840	93,885	178,704	18,526	672	2,617	298,014	3,877	50,498	352,389	Male scholars to male population of school-going age. 21·37
			Scholars ... Females ...	3	35	7,190	27,838	4,280	84	408	39,838	90	18,174	58,102	Female scholars to female population of school-going age. 4·31
			Scholars ... Total ...	2,773	875	101,075	206,542	22,806	756	3,025	337,852	3,967	68,672	410,491	Total ... 13·70

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For Details, see*

—	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		
				Primary Schools.				
	Arts Colleges.	Professional Colleges	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* — For males ...	4,12,347	4,03,336	19,26,980	9,13,782	1,00,487	94,114	1,72,158	40,23,204
1. *Institutions* — For females ...	...	16,374	2,88,229	2,00,219	28,260	14,496	46,866	5,94,444
Total ...	4,12,347	4,19,710	22,15,209	11,14,001	1,28,747	1,08,610	2,19,024	46,17,648
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	4·7	10·6	15·1	0·9	0·3	2·8	4·5	38·9
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	0·02	0·32	10·35	52·0	1·93	1·30	0·64	66·56
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	0·4	0·7	35·4	14·5	12·7	...	3·8	67·5
(*d*).—Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	4·9	4·9	26·3	13·3	1·5	1·3	2·6	54·8
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. — Cost to Provincial Revenues.	200 0 3	441 10 4	14 8 11	5 7 9	10 9 11	177 5 1	77 0 5	44 13 3
Government Institutions. — Cost to Local and Municipal Funds.	...	11 7 3	0 12 6	...	...	...	...	1 1 1
Government Institutions. — Total cost ...	310 4 5	554 0 ½	41 0 0	12 7 9	12 10 10	177 5 1	132 12 11	74 0 4
Local Fund Schools. — Cost to Provincial Revenues.	...	...	...	0 0 10	0 0 3	...	...	0 0 8
Local Fund Schools. — Cost to Local Funds...	...	...	4 5 6	5 9 6	4 14 9	87 10 10	20 8 5	5 8 2
Local Fund Schools. — Total cost ...	...	...	10 5 8	6 3 4	5 4 8	88 5 11	22 10 4	7 1 0
Municipal Schools. — Cost to Provincial Revenues.	...	...	0 1 6	0 7 6	0 2 11	56 6 10	...	0 3 4
Municipal Schools. — Cost to Municipal Funds.	...	...	3 9 4	6 9 0	6 9 2	...	33 3 6	5 4 4
Municipal Schools. — Total cost ...	...	...	14 0 5	8 15 3	8 3 10	56 6 10	34 7 1	11 12 8
Aided Institutions. — Cost to Provincial Revenues.	58 12 0	346 12 8	7 12 1	0 5 0	0 14 9	40 3 4	40 15 5	4 7 11
Aided Institutions. — Cost to Local and Municipal Funds.	2 1 7	...	2 6 0	2 1 9	1 0 1	...	7 3 4	2 2 11
Aided Institutions. — Total cost ...	197 11 4	564 4 7	29 3 7	4 6 0	5 8 9	135 10 0	98 13 6	17 9 1
Unaided Institutions—Total cost ...	80 2 1	128 11 9	19 11 6	4 2 11	2 15 11	30 11 5	35 14 0	18 7 7
All Institutions. — Cost to Provincial Revenues.	54 11 1	354 12 9	4 7 6	0 2 2	0 8 3	110 11 8	44 7 3	3 10 4
All Institutions. — Cost to Local and Municipal Funds.	0 12 3	8 14 6	3 0 9	4 11 9	4 0 8	28 0 2	8 7 11	4 3 7
All Institutions. — Total cost ...	161 4 2	473 11 5	21 15 5	5 13 11	6 6 1	143 7 7	72 8 0	14 8 4

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,72,835	75,617	3,04,378	2,08,185	19,12,878	1,93,429	8,35,810	38,03,132	84,20,780	
2,72,835	75,617	3,04,378	2,08,185	19,12,878	1,93,429	8,35,810	38,03,132	84,20,780	
1·1	2·5	8·8	2·9	40·1	1·9	3·8	61·1	100	
...	...	2·36	4·14	21·37	2·78	2·79	33·44	100	
...	...	1·1	3·6	18·2	2·3	7·3	32·5	100	
3·3	0·9	3·6	2·5	22·7	2·3	9·9	45·2	100	

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education. — ARTS COLLEGES.												
English	1	481	424	401	...	...	...	...	4	848	820	696
Oriental	...	...	...	...	...	...	...	...	1	116	117	90
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	141	151	144	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching — Males	2	292	299	276	...	...	...	...	...	...	...	...
Teaching — Females	...	...	...	...	...	...	...	...	1	32	29	28
Agriculture	1	65	57	51	...	...	...	...	...	...	...	...
Veterinary	1	181	182	177	...	...	...	...	...	...	...	...
Total	6	1,160	1,113	1,049	...	...	...	...	6	996	96(	814
School Education, General. — SECONDARY SCHOOLS.												
For Boys — High Schools	30	13,331	13,493	12,113	12	4,824	4,885	4,396	47	21,706	21,55(	19,347
For Boys — Middle Schools — English	...	...	...	...	58	16,470	16,002	14,144	27	5,509	5,38	10,761
For Boys — Middle Schools — Vernacular	...	...	...	...	119	22,973	23,638	20,615	1	223	20	176
For Girls — High Schools — English	2	278	286	275	...	...	...	...	12	1,015	1,08	986
For Girls — High Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	13	1,096	1,07	925
For Girls — Middle Schools — Vernacular	...	...	...	...	10	1,506	1,530	1,198	16	2,966	2,756	2,112
Total	32	13,609	13,779	12,388	199	45,773	46,055	40,353	116	32,515	32,063	34,307
PRIMARY SCHOOLS.												
For Boys — Upper Primary Schools	3	504	470	403	2,485	137,862	126,008	110,312	730	35,121	32,958	29,255
For Boys — Lower " "	4	293	271	224	208	10,916	9,330	7,982	98	5,742	5,247	4,556
For Girls — Upper Primary Schools	...	...	...	...	437	18,378	17,311	14,172	137	7,736	7,279	5,826
For Girls — Lower " "	...	...	...	...	56	2,423	2,394	1,828	34	1,456	1,290	939
Total	7	797	741	627	3,186	169,579	155,043	134,294	999	50,055	46,774	40,576
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools for Masters	5	422	427	414	14	236	240	235	...	...	...	...
" " for Mistresses	1	35	36	32	1	7	7	6	6	42	33	35
Schools of Art	1	231	238	200	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	349	351	344	...	...	...	...	1	104	104	92
Engineering and Surveying Schools	1	98	82	81	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	465	459	396	10	801	774	652	6	459	465	365
Commercial Schools	1	88	90	83	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	1	142	144	141	...	...	...	...	...	...	...	...
	1	12	12	9	...	...	...	...	2	93	122	71
Total	13	1,842	1,839	1,700	25	1,044	1,021	893	15	69	724	563
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	58	17,408	17,472	15,764	3,410	216,396	202,119	175,540	1,136	84,264	80,527	76,260

PRIVATE INSTITUTIONS.

1. *Advanced teaching*—									
(*a*) Arabic or Persian	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic	...	...	...	...	...	...	...	...	...
2. *Elementary teaching—a Vernacular only or mainly*	...	...	...	...	...	...	...	...	...
3. *Elementary teaching—the Quran, Shastras or other religious books by rote*	...	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standard*	...	...	...	...	...	...	...	...	...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

INSTITUTIONS. MANAGEMENT. *Unaided.* Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING: English.	A Classical Language.	A vernacular Language.	CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED: Europeans and Eurasians.	Indian Christians.	*Hindus.* Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Budhists.	Parsis.	Others.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
3	1,328	1,196	1,089	8	2,657	2,655	1,455	2	2	35	170	1,556	319	558	3	...	14
...	...	...	...	1	116	34	101	6	...	...	68	8	6	34	...	...	...
1	164	168	141	1	164	...	...	...	...	1	16	91	12	41	...	...	3
...	...	...	...	1	141	...	...	...	...	2	19	87	16	16	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	292	215	5	88	16	7	47	118	24	75	...	...	5
...	...	...	...	1	32	32	25	7	32	...	...	...	...	...	...	...	...
...	...	...	...	1	65	...	...	...	...	...	5	26	14	20	...	...	...
...	...	...	...	1	181	...	...	...	...	1	2	18	37	123	...	...	...
4	1,492	1,364	1,230	16	3,648	2,936	1,586	103	50	46	327	1,904	428	867	3	...	23
13	7,073	6,884	6,242	102	46,934	33,644	24,435	44,982	742	449	4,257	19,266	5,904	16,207	4	18	87
10	1,665	1,607	1,374	95	23,644	12,157	9,832	24,196	184	373	2,374	9,922	2,718	8,016	...	1	56
...	...	...	...	120	23,196	...	7,896	23,728	...	211	2,809	8,787	2,797	8,560	...	...	32
1	298	320	252	15	1,591	1,338	135	1,311	832	256	17	114	300	50	...	20	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	68	57	56	14	1,164	818	5	673	578	139	24	128	203	63	...	29	...
1	74	79	75	27	4,546	207	579	4,738	...	252	313	2,913	632	434	...	...	2
26	9,178	8,947	7,999	373	101,075	48,164	42,882	99,628	2,336	1,680	9,794	41,130	12,554	33,330	4	68	179
122	5,650	4,448	3,911	3,340	179,137	1,765	9,336	190,829	137	1,414	16,400	54,628	25,664	79,879	...	4	1,011
39	1,575	1,321	1,072	349	18,526	...	123	19,390	...	192	1,627	7,063	1,941	7,624	5	...	74
35	1,291	1,232	1,021	609	27,405	49	337	27,677	47	592	2,242	12,388	4,516	7,607	...	...	13
10	401	327	251	100	4,280	...	...	4,284	...	1	305	1,956	791	1,227	...	...	...
206	8,917	7,328	6,255	4,398	229,348	1,814	9,796	242,180	184	2,199	20,574	76,035	32,912	96,337	5	4	1,098
1	14	14	14	20	672	...	138	1,213	...	21	155	193	34	269	...	...	...
...	...	...	...	8	84	13	35	107	...	29	9	14	10	21	...	1	...
...	...	...	...	1	231	...	...	...	...	12	5	50	40	124	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	98	83	71	4	551	...	...	...	13	67	80	198	46	147	...	...	...
1	48	47	43	2	141	...	...	...	...	...	6	86	16	33	...	...	...
1	42	50	43	18	1,767	117	...	1,643	2	116	75	495	220	857	1	...	1
...	...	...	...	1	88	80	...	15	...	1	19	39	13	16	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	142	...	...	142	...	2	6	48	2	62	...	...	22
...	...	...	...	3	105	11	...	12	28	18	5	36	6	10	...	2	...
5	197	194	171	58	3,781	221	173	3,132	43	266	360	1,159	387	1,539	1	3	23
241	19,784	17,883	15,655	4,845	387,852	53,135	54,437	345,043	2,613	4,191	31,055	120,228	46,281	132,073	13	75	1,323
...	...	...	...	134	2,668	...	2,343	448	...	...	2	36	...	2,630	...	...	...
...	...	For Boys ..		52	1,274	...	1,239	40	...	...	949	308	8	9	...	...	...
...	...	For Girls...		1	25	...	25	...	...	...	...	25	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	For Boys...		689	19,338	...	456	19,176	...	103	1,772	10,088	3,254	3,994	42	...	83
...	...	For Girls...		96	2,946	...	186	2,946	...	97	276	1,631	786	152	4	...	...
...	...	For Boys...		1,632	26,010	...	23,782	2,626	...	...	561	225	24	25,199	...	...	1
...	...	For Girls...		784	12,369	...	11,425	982	...	...	54	76	1	12,238	...	...	...
...	...	For Boys...		63	6,104	3,081	1,661	5,244	68	31	937	2,993	817	1,241	...	...	17
...	...	For Girls...		28	1,907	152	62	1,774	7	6	125	1,108	204	447	...	...	10
	Total		...	3,479	72,639	3,233	41,179	33,236	75	237	4,676	16,490	5,094	45,910	46	...	111
	GRAND TOTAL		...	8,324	410,491	56,368	95,616	378,279	2,688	4,428	35,731	136,718	51,375	177,983	59	75	1,434

EDUCATION—GENERAL—TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13—CONCLUDED.

CLASS OF INSTITUTIONS.			Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
1			32	33	34
Collegiate Education.	ARTS COLLEGES.				
	English		3	...	
	Oriental		...	...	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.				
	Law		...	...	
	Medicine		2	...	
	Engineering		...	...	
	Teaching	Males	1	...	
		Females	...	...	
	Agriculture		...	...	
	Veterinary		...	...	
	Total		6	...	
School Education, General.	SECONDARY SCHOOLS.				
	For Boys — High Schools		1	...	
	For Boys — Middle Schools	English	36	...	
		Vernacular	1	...	
	For Girls — High Schools	English	...	66	
		Vernacular	...	...	
	For Girls — Middle Schools	English	...	83	
		Vernacular	...	...	
	Total		38	149	
	PRIMARY SCHOOLS.				
	For Boys — Upper Primary Schools		743	...	
	For Boys — Lower „ „		17	...	
	For Girls — Upper Primary Schools		...	310	
	For Girls — Lower „ „		...	17	
	Total		760	327	
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.				
	Training Schools for Masters		...	...	
	„ „ „ Mistresses		...	...	
	Schools of Art		...	...	
	Law Schools		...	...	
	Medical Schools		...	...	
	Engineering and Surveying Schools		...	...	
	Technical and Industrial Schools		...	...	
	Commercial Schools		...	...	
	Agricultural Schools		...	...	
	Reformatory Schools		...	...	
	Other Schools		...	...	
	Total		...	...	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.			804	476	
	PRIVATE INSTITUTIONS.				
1.	*Advanced teaching*— (*a*) Arabic or Persian		65	...	
	(*b*) Sanskrit	For Boys	...	...	
		For Girls	...	...	
	(*c*) Any other Oriental Classic		...	...	
2.	*Elementary teaching—a Vernacular only or mainly.*	For Boys	324	...	
		For Girls	...	71	
3.	*Elementary teaching—the Quran, Shastras or other religious books by rote.*	For Boys	3,360	...	
		For Girls	...	2,706	
4.	*Other Schools not conforming to Departmental Standard.*	For Boys	45	...	
		For Girls	...	...	
	Total		3,794	2,777	
	GRAND TOTAL		4,598	3,253	

EDUCATION—GENERAL—TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1912-13.

—		Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
1.		2	3	4	5	6	7	8	9	10	11
COLLEGIATE EDUCATION—											
Arts Colleges—											
English	Male ...	1	35	169	1,555	319	558	3	...	14	
	Female ...	1	...	1	1	...	...	...	...	...	
Oriental	Male ...	...	...	68	8	6	34	...	...	...	
	Female ...	...	...	...	..	...	...	...	...	...	
Colleges for Professional Training—											
Law	Male ...	...	1	16	91	12	41	...	...	3	
	Female ...	...	...	...	...	...	...	...	...	...	
Medicine	Male ...	...	...	19	87	16	16	...	...	1	
	Female ...	...	2	...	...	...	...	...	...	...	
Engineering	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Teaching	Male ...	16	6	47	118	24	75	...	...	5	
	Female ...	32	1	...	...	...	...	...	...	...	
Agriculture	Male ...	...	...	5	26	14	20	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Veterinary	Male ...	...	1	2	18	37	123	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
	Total ...	50	46	327	1,904	428	867	3	...	23	
SCHOOL EDUCATION—GENERAL—											
Secondary Schools—											
For Boys—											
High Schools ...	Male ...	741	449	4,257	19,266	5,904	16,207	4	18	87	
	Female ...	1	...	...	...	...	...	...	...	...	
Middle Schools—											
English	Male ...	150	371	2,374	9,922	2,718	8,016	...	1	56	
	Female ...	34	2	...	...	...	...	...	...	...	
Vernacular	Male ...	...	211	2,809	8,787	2,797	8,559	...	...	32	
	Female ...	...	...	...	...	...	1	...	...	...	
For Girls—											
High Schools ...	Male ...	56	5	...	2	...	...	...	2	1	
	Female ...	776	251	17	112	300	50	...	18	1	
Middle Schools—											
English	Male ...	73	...	...	...	...	...	...	10	...	
	Female ...	505	139	24	128	203	63	...	19	...	
Vernacular	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	252	313	2,913	632	434	...	...	2	
	Total ...	2,336	1,680	9,794	41,130	12,554	33,330	4	68	179	
Primary Schools—											
For Boys—											
Upper Primary ...	Male ...	88	1,405	16,391	54,477	25,623	79,395	...	4	1,011	
	Female ...	49	9	9	151	41	484	...	...	...	
Lower Primary ...	Male ...	...	192	1,624	7,052	1,941	7,623	5	...	72	
	Female ...	...	...	3	11	...	1	...	...	2	
For Girls—											
Upper Primary ...	Male ...	18	4	12	123	62	91	...	...	...	
	Female ...	29	588	2,230	12,265	4,454	7,516	...	...	13	
Lower Primary ...	Male ...	...	...	13	4	...	...	...	...	...	
	Female ...	...	1	292	1,952	791	1,227	...	...	...	
	Total ...	184	2,199	20,574	76,035	32,912	96,337	5	4	1,088	
SCHOOL EDUCATION—SPECIAL—											
Schools for Special Instruction—											
Training Schools ...	Male ...	...	21	155	193	34	269	...	...	...	
	Female ...	...	29	9	14	10	21	...	1	...	
Schools of Art ...	Male ...	...	12	5	50	40	124	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	

EDUCATION—GENERAL—TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1912-13.

—		Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—SPECIAL—*concluded*—											
Schools for Special Instruction—concluded—											
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medical Schools	Male ...	...	8	80	196	46	117	...	...	...	
	Female ...	13	59	...	2	...	30	...	...	...	
Engineering and Surveying Schools.	Male ...	...	...	6	86	16	33	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Industrial Schools	Male ...	2	21	49	357	211	857	1	...	1	
	Female ...	...	95	26	138	9	...	...	...	...	
Commercial Schools ...	Male ...	...	1	19	39	13	16	...	...	...	
Reformatory Schools	Male ...	...	2	6	48	2	62	...	...	22	
	Female ...	...	...	...	...	...	...	...	...	...	
Other Schools...	Male ...	4	8	5	36	6	10	...	...	...	
	Female ...	24	10	...	...	...	...	...	2	...	
	Total ...	43	266	360	1,159	387	1,539	1	3	23	
Total of Colleges and Schools of Public Instruction.		2,613	4,191	31,055	120,228	46,281	132,073	13	75	1,323	
PRIVATE INSTITUTIONS—											
1. *Advanced Teaching*—											
(*a*) Arabic or Persian ...	Male ...	...	...	2	36	...	2,565	...	...	...	
	Female ...	...	...	...	...	...	65	...	...	...	
(*b*) Sanskrit ...	Male ...	...	...	949	308	8	9	...	...	...	
	Female ...	...	...	...	25	...	...	...	...	...	
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
2. *Elementary Teaching—A Vernacular only or mainly*—											
For Boys ...	Male ...	...	96	1,768	9,981	3,118	3,924	42	...	83	
	Female ...	...	7	4	107	136	70	...	...	...	
For Girls ...	Male ...	...	...	...	14	57	...	...	...	...	
	Female ...	...	97	276	1,617	729	152	4	...	...	
3. *Elementary Teaching—The Quran only*—											
For Boys ...	Male ...	...	...	561	225	24	21,839	...	...	1	
	Female ...	...	...	...	...	...	3,360	...	...	...	
For Girls ...	Male ...	...	...	...	45	...	2,661	...	...	...	
	Female ...	...	...	54	31	1	9,577	...	...	...	
4. *Other Schools not conforming to Departmental Standards*—											
For Boys...	Male ...	36	25	936	2,993	817	1,235	...	...	17	
	Female ...	32	6	1	...	...	6	...	...	...	
For Girls ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	7	6	125	1,108	204	447	...	...	10	
Total of Private Institutions	...	75	237	4,676	16,490	5,094	45,910	46	...	111	
GRAND TOTAL	...	2,688	4,428	35,731	136,718	51,375	177,983	59	75	1,434	

EDUCATION—GENERAL TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1912-13.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																						
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*						English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Indian Christians.	*Hindus.*		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.								Brahmans.	Non-Brahmans.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collegiate Education. — Teaching — Male	1	16	14	14	...	...	...	...	...	...	...	...	1	16	16	5	11	16	...	...	...	...	...	...	...	...	...	...
Teaching — Female	...	...	...	...	1	32	29	28	...	...	...	...	1	32	32	25	7	32	...	...	...	...	...	...	...	...	...	...
School Education, General. — SECONDARY SCHOOLS. For Boys — High Schools	1	262	250	230	4	509	463	417	...	...	...	...	5	771	771	86	582	741	2	7	1	...	4	...	16	...	1	...
For Boys — Middle Schools, English	...	...	...	...	4	188	189	163	...	...	...	...	4	188	153	27	67	184	4	...	...	...	...	...	...	...	36	...
For Girls — High Schools	1	238	243	237	8	609	699	644	...	...	...	...	9	847	847	12	390	824	14	...	2	...	...	..	5	2	...	65
For Girls — Middle Schools, English	...	...	...	...	9	607	605	577	...	...	...	...	9	607	607	2	95	578	...	...	...	...	...	...	29	...	...	83
Total	3	516	507	481	26	1,945	1,985	1,829	...	...	...	...	29	2,461	2,426	157	1,152	2,375	20	7	3	...	4	...	50	2	37	148
PRIMARY SCHOOLS. For Boys — Upper Primary Schools	...	...	...	...	3	138	100	90	...	...	...	...	3	138	138	...	44	137	...	...	...	...	...	...	1	...	49	...
For Boys — Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Upper Primary Schools	...	...	...	...	2	47	47	44	...	...	...	...	2	47	47	...	1	47	...	...	...	..	...	...	...	...	...	18
For Girls — Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	5	185	147	134	...	...	...	...	5	185	185	...	45	184	...	...	...	...	...	...	1	...	49	18
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION	3	516	507	481	31	2,130	2,132	1,963	...	...	...	...	34	2,646	2,611	157	1,197	2,559	20	7	3	...	4	...	51	2	86	166
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standards — For Boys													2	68	68	2	...	68	...	...	...	...	...	...	...	...	32	...
For Girls													1	7	7	3	...	7	...	...	...	...	...	...	...	...	...	...
TOTAL													3	75	75	5	...	75	...	...	...	...	...	...	...	...	32	...
GRAND TOTAL													37	2,721	2,686	162	1,197	2,634	20	7	3	...	4	...	51	2	118	166

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. English ...	84,807	...	...	46,751	...	...	1,31,558
Collegiate Education. Oriental ...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education. Law ...	...	...	...	...	...	...	...
Collegiate Education. Medicine ...	1,14,622	3,959	2,471	11,415	...	...	1,32,467
Collegiate Education. Engineering ...	...	...	...	...	...	...	...
Collegiate Education. Teaching ... Male	96,580	1,211	253	...	...	2,704	1,00,748
Collegiate Education. Teaching ... Female	...	...	...		...	...	...
Collegiate Education. Agriculture ...	48,518	...	...	9,799	...	...	58,317
Collegiate Education. Veterinary ...	44,573	...		7,957	...	(a) 37,646	90,176
Total ...	3,89,100	5,170	2,724	75,922	...	40,350	5,13,266
SECONDARY SCHOOLS.							
School Education, General. For Boys — High Schools ...	1,80,391	3,364	7,452	3,04,945	398	(b) 26,665	5,23,215
School Education, General. For Boys — Middle Schools — English ...		...	...	...	...	...	...
School Education, General. For Boys — Middle Schools — Vernacular ...	...	...	...	...	...	...	...
School Education, General. For Girls — High Schools ...	20,204	...	...	5,272	...	(c) 17,258	42,734
School Education, General. For Girls — Middle Schools — English ...	...	...	...	...	...	...	...
School Education, General. For Girls — Middle Schools — Vernacular ...	...	...	...	...	...	...	...
Total ...	2,00,595	3,364	7,452	3,10,217	398	43,923	5,65,949
PRIMARY SCHOOLS.							
School Education, General. For Boys — Upper Primary Schools ...	2,578	...	...	3,291	...	...	5,869
School Education, General. For Boys — Lower Primary Schools ...	2,878	...	...	558	...	...	3,436
School Education, General. For Girls — Upper Primary Schools ...	...	...	...	...	...	...	...
School Education, General. For Girls — Lower Primary Schools ...	...	...	...	...	...	...	...
Total ...	5,456	...	...	3,849	...	...	9,305
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. Training Schools for Masters ...	72,475	...	...	...	...	...	72,475
School Education, Special. Training Schools for Mistresses ...	9,624	...	...	...	...	...	9,624
School Education, Special. Schools of Art ...	31,794	...	...	567	...	...	32,361
School Education, Special. Law Schools ...	...	...	...	...	...	...	...
School Education, Special. Medical Schools ...	11,508	...	...	7,050	...	...	18,558
School Education, Special. Engineering and Surveying Schools ...	20,789	...	...	3,901	...	...	24,690
School Education, Special. Technical and Industrial Schools ...	11,030	...	...	552	...	374	11,956
School Education, Special. Commercial Schools	1,082	...	...	4,291	...	...	5,373
School Education, Special. Agricultural Schools ...	...	...	...	...	...	...	...
School Education, Special. Reformatory Schools ...	28,746	...	...	...	...	...	28,746
School Education, Special. Other Schools	1,036	...	...	...	...	25	1,061
Total ...	1,88,084	...	...	16,361	...	399	2,04,844
Buildings	5,21,603	...	...	...	...	54,071	5,75,674
Furniture and Apparatus (Special Grants only) ...	38,750	...	...	3,008	...	(d) 17,182	58,940
Total ...	5,60,353	...	...	3,008	...	71,253	6,34,614
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges ...	...	...	...	...	...	...	...
Scholarships held in Medical Colleges ...	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges ...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...
Scholarships held in Primary Schools ...	...	...	...	...	...	...	...
Scholarships held in Medical Schools ...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools ...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools ...	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	13,43,538	8,534	10,176	4,09,357	398	1,55,925	19,27,978

(a) From Imperial
(b) Includes Rs. 16,974
(c) Includes Rs. 12,990
(d) Includes Rs. 1,029

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
...	...	...	...	...	...	...	32,788	300	1,637	64,181	20,089	43,427	1,62,452
...	...	...	...	...	...	...	22,262	...	...	240	...	...	22,502
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	10,057	...	...	3,103	...	3,214	16,374
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	65,107	300	1,667	67,524	20,089	46,641	2,01,328
...	8,799	10,584	80,119	3,019	78	1,02,599	1,23,275	5,698	51,929	3,51,030	25,960	51,232	6,09,124
...	13,721	27,283	1,65,662	4,678	2,842	2,14,186	23,485	6,432	4,381	53,589	3,928	18,683	1,10,498
...	1,25,539	15,744	55,518	4,214	241	1,99,256	...	338	...	326	...	1,415	2,079
...	...	...	...	...	...	...	61,929	...	...	45,359	413	12,091	1,19,792
...	...	...	...	...	...	...	30,275	...	1,026	17,591	3,796	4,415	57,103
1,733	2,056	15,617	185	25	1	19,617	9,744	1,464	6,132	1,542	11,651	8,037	38,570
1,733	1,50,115	69,228	2,99,484	11,936	3,162	5,35,658	2,48,708	13,932	63,468	4,69,437	45,748	95,873	9,37,166
438	6,75,610	9,924	81,015	1,001	634	7,68,662	8,776	60,073	7,887	17,481	14,735	12,995	1,21,947
...	13,887	39,313	7,606	4	14	65,824	1,445	4,606	1,118	4,278	6,599	8,943	26,989
9,635	95,586	31,385	10	174	79	1,37,369	3,909	9,260	7,670	2,234	12,220	21,091	56,384
1,440	6,989	9,816	...	1	...	18,246	4,635	762	110	350	1,046	2,410	9,313
11,513	7,97,112	90,938	88,831	1,180	727	9,90,101	18,765	74,701	16,785	24,343	34,600	45,439	2,14,633
...	21,043	162	3	...	1	21,209	...	...	...	...	...	...	...
395	...	...	...	...	...	395	1,327	...	...	220	...	2,930	4,477
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	12,000	...	1,575	2,000	19,393	...	34,968
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	8,949	11,728	772	...	68	21,517	5,905	1,473	1,933	1,508	3,808	6,751	20,873
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	10,403	...	...	1,758	297	...	12,458
395	29,992	11,890	775	...	69	43,121	29,635	1,473	3,508	5,486	22,998	9,681	72,781
4,45,796	3,45,556	71,981	...	8,864	3,750	8,75,947	2,28,139	...	...	...	72,603	69,684	3,70,426
3,246	44,910	9,205	...	2,062	...	59,423	13,839	...	...	...	11,862	22,415	48,116
4,49,042	3,90,466	81,186	...	10,926	3,750	9,35,370	2,41,978	...	...	...	84,465	92,099	4,18,542
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,62,683	13,67,685	2,53,242	3,88,890	24,042	7,708	25,04,250	6,04,193	90,406	85,428	5,66,790	2,07,900	2,89,733	18,44,450

revenues.
from Imperial revenues.
from Imperial revenues.
from Imperial revenues.

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—concld.				TOTAL EXPENDI	
	Under Private Management—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.
1	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges. — English	55,724	18,982	21,129	95,835	1,17,595	300
Oriental	...	...	...	...	22,262	...
Colleges or Departments of Colleges for Professional Training. — Law	18,826	...	2,802	21,628	...	...
Medicine	...	...	...	...	1,14,622	3,959
Engineering	...	...	...	...	...	...
Teaching — Male	...	...	...	...	96,580	1,211
Teaching — Female	...	...	...	...	10,057	...
Agriculture	...	...	...	...	48,518	...
Veterinary	...	...	...	...	44,573	...
Total	74,550	18,982	23,931	1,17,463	4,54,207	5,470
School Education, General. — Secondary Schools. — For Boys — High Schools	96,228	13,858	27,776	1,37,862	3,03,666	17,861
For Boys — Middle Schools — English	17,169	2,549	8,443	28,161	23,485	20,153
For Boys — Middle Schools — Vernacular	...	...	...	...	...	1,25,877
For Girls — High Schools	...	1,401	6,471	7,872	82,133	...
For Girls — Middle Schools — English	120	...	1,410	1,530	30,275	...
For Girls — Middle Schools — Vernacular	...	...	1,011	1,011	11,477	3,520
Total	1,13,517	17,808	45,111	1,76,436	4,51,036	1,67,411
Primary Schools. — For Boys — Upper Primary Schools	2,936	9,789	(e)4,579	17,304	11,804	7,35,723
For Boys — Lower Primary Schools	118	1,586	2,534	4,238	4,323	23,493
For Girls — Upper Primary Schools	423	2,565	3,478	6,466	13,544	1,04,846
For Girls — Lower Primary Schools	...	551	150	701	6,075	7,751
Total	3,477	14,491	10,741	28,709	35,746	8,71,813
School Education, Special. — Schools for Special Instruction. — Training Schools for Masters	...	...	430	430	72,475	21,043
Training Schools for Mistresses	...	...	...	...	11,346	...
Schools of Art	...	...	...	...	31,794	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	360	1,440	1,800	23,508	...
Engineering and Surveying Schools	1,378	...	2,394	3,772	20,789	...
Technical and Industrial Schools	...	...	886	886	16,935	10,422
Commercial Schools	...	...	...	...	1,082	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	28,746	...
Other Schools	...	...	...	...	11,439	...
Total	1,378	360	5,150	6,888	2,18,114	31,465
Buildings	...	65,376	25,455	90,831	11,95,538	345,556
Furniture and Apparatus (Special Grants only)	1,448	6,718	18,784	26,950	55,835	44,910
Total	1,448	72,094	44,239	1,17,781	12,51,373	3,90,466
University	...	...	...	...	30,784	...
Direction	...	...	...	...	75,617	...
Inspection	...	...	...	...	2,61,799	38,183
Scholarships held in — Arts Colleges	...	...	...	...	12,161	1,502
Scholarships held in — Medical Colleges	...	...	...	...	4,450	516
Scholarships held in — Other Professional Colleges	...	...	...	...	5,808	3,096
Scholarships held in — Secondary Schools	...	...	...	...	26,876	51,649
Scholarships held in — Primary Schools	...	...	...	...	14,995	1,150
Scholarships held in — Medical Schools	...	...	...	...	19,798	1,886
Scholarships held in — Technical and Industrial Schools	...	...	...	...	3,308	7,661
Scholarships held in — Other Special Schools	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	66,906	27,064
Miscellaneous	...	...	...	...	46,403	1,03,129
Total	...	...	...	...	5,68,905	1,50,336
Total Expenditure on Public Instruction	1,94,370	1,23,735	1,29,172	4,47,277	29,79,381	(g) 16,16,961

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13—CONCLUDED.

TURE FROM		ALL OTHER SOURCES.		GRAND TOTAL.	REMARKS.
Municipal funds.	Fees.	Private.	*Public.* Imperial Contributions		
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
1,667	1,66,656	1,03,627	...	3,89,845	
...	240	...	...	22,502	
...	18,826	2,802	...	21,628	
2,471	11,415	...	...	1,32,467	
...	..	...	...	...	
253	...	2,704	...	1,00,748	
...	3,103	3,214	...	16,374	
...	9,799	...	...	58,317	
...	7,957	...	37,646	90,176	
4,391	2,17,996	1,12,347	37,646	8,32,057	
69,965	8,32,322	1,32,012	16,974	13.72,8?0	
31,664	2,36,420	41,123	...	3,52,845	
15,744	58,844	5,870	...	2,01,385	
...	50,631	24,644	12,990	1,70,398	
1,026	17,711	9,631	...	58,633	
21,749	1,727	20,725	...	59,198	
1,40,148	11,92,655	2,33,995	29,964	22,15,209	
17,811	1,04,723	43,721	...	9,13,782	(*e*) Includes Rs. 12 from Provincial revenues.
40,431	12,560	19,680	...	1,00,487	
39,555	2,667	39,607	...	2,00,219	
9,926	350	4,158	...	26,260	
1,07,723	1,20,300	1,07,166	...	12,42,748	
162	3	431	...	94,114	
...	220	2,930	...	14,496	
...	567	...	...	32,361	
...	...	...	...	...	
1,575	9,050	21,193	...	55,326	
...	5,279	2,394	...	28,462	
13,661	2,832	11,387	...	55,237	
...	4,291	...	...	5,373	
...	...	...	...	...	
...	...	...	...	28,746	
...	1,758	322	...	13,519	
15,398	24,000	38,657	...	3,27,634	
71,981	...	2,99,803	...	(*f*)19,12,878	(*f*) Revised figures received after compilation has been completed show an additional expenditure of Rs. 9,505 against buildings from Provincial revenues.
9,205	4,456	77,994	1,029	1,93,429	
81,186	4,456	3,77,797	1,029	21,06,307	
...	1,29,010	6,605	1,06,436	2,72,835	
...	...	...	...	75,617	(*g*) Includes the following items :—
4,396	...	...	...	3,04,378	(1) Rs. 4,34,711 from Imperial revenues for primary education.
1,612	...	15,469	...	30,744	(2) Rs. 2,01,200 from Provincial revenues for primary education.
301	...	1,025	...	6,202	(3) Rs. 2,800 from Provincial revenues for the maintenance of secondary schools.
240	...	11,330	...	20,474	
8,284	...	5,560	...	92,369	
100	...	87	...	16,332	(*h*) Includes Rs. 12,200 from Provincial revenues for the maintenance of secondary schools and girls' schools.
537	...	2,799	...	24,520	
3,121	...	3,364	...	17,454	
...	...	...	...	...	
13,228	3,39,565	1,39,584	17,838	6,04,185	
15,610	39,272	1,12,211	...	2,31,625	
47,429	5,07,847	2,98,034	1,24,274	16,96,825	
(*h*) 3,96,275	20,67,254	11,67,996	1,92,913	84,20,780	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC INSTI									
			UNDER PUBLIC MANAGEMENT.						UNDER PRIVATE			
			Managed by Government.						*Aided by Government Municipal*			
			Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1			2	3	4	5	6	7	8	9	10	11	12
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education	Teaching	Male	21,043	...	...	...	...	...	21,043	...	...	...	...
		Female	...	...	...	...	...	...	...	10,057	...	...	3,103
	Total		21,043	...	...	...	...	...	21,043	10,057	...	...	3,103
School Education, General.	SECONDARY SCHOOLS.												
	For Boys	High Schools	...	...	...	3,106	...	(a) 16,974	20,080	38,451	...	...	31,233
		Middle Schools, English	...	...	...	...	...	...	...	14,976	...	...	6,694
	For Girls	High Schools	...	...	...	3,106	...	(b) 12,990	16,096	51,151	...	...	40,276
		Middle Schools, English	...	...	...	...	...	...	...	28,913	...	...	16,166
	Total		...	...	...	6,212	...	29,964	36,176	1,33,491	...	...	94,369
	PRIMARY SCHOOLS.												
	For Boys	Upper Primary Schools	...	...	...	...	...	...	...	5,138	...	...	1,788
		Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...
	For Girls	Upper Primary Schools	...	...	...	...	...	...	...	3,067	...	...	1,875
		Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...	8,200	...	...	3,663
Building			...	...	...	...	...	...	...	60,115	...	...	...
Furniture and Apparatus (Special Grants only).			560	...	...	...	...	(c) 1,029	1,589	6,640	...	...	...
Total			560	...	...	...	...	1,029	1,589	66,755	...	...	...
Inspection			...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Training Colleges			...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools			...	...	...	...	...	...	...	...	...	...	...
Boarding-Houses			...	...	...	...	...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...	...	...	...	...
Total			...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.			21,603	...	...	6,212	...	30,993	58,808	2,18,503	...	...	1,01,135

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1912-13.

TUTIONS.							TOTAL EXPENDITURE FROM							
MANAGEMENT.														
or by District or Boards.			*Unaided.*								*All other sources*			
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public (Imperial contributions).	GRAND TOTAL.	REMARKS.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	21,043	...	...	...	...	...	21,043	
...	3,214	16,374	...	...	...	...	10,057	..	...	3,103	3,214	...	16,374	
...	3,214	16,374	...	...	...	...	31,100	...	...	3,103	3,214	...	37,417	
687	17,790	88,161	...	...	...	...	38,451	...	..	34,339	18,477	16,974	1,08,241	(a) From Imperial revenues.
651	1,940	24,261	...	...	...	...	14,976	...	...	6,694	2,591	...	24,261	
...	...	91,427	...	...	...	...	51,151	...	...	43,382	...	12,990	1,07,523	(b) From Imperal revenues.
...	...	45,079	...	...	...	...	28,913	...	...	16,166	...	...	45,079	
1,338	19,780	2,48,928	...	...	...	...	1,33,491	...	...	1,00,581	21,068	29,964	2,85,104	
...	1,933	8,854	...	...	...	...	5,133	...	...	1,783	1,933	...	8,854	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
680	1,305	6,927	...	...	...	...	3,067	...	...	1,875	1,985	...	6,927	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
680	3,238	15,781	...	...	...	...	8,200	...	...	3,663	3,918	...	15,781	
...	43,241	1,03,356	...	...	...	...	60,115	...	...	...	43,241	...	1,03,356	
...	10,069	16,709	...	...	...	...	7,200	...	...	...	10,069	1,029	18,298	(c) From Imperial revenues.
...	53,310	1,20,065	...	...	...	...	67,315	...	...	...	53,310	1,029	1,21,654	
...	...	...	...	...	...	...	16,288	...	...	...	...	...	16,288	
...	...	...	...	...	...	...	3,600	...	...	...	...	...	3,600	
...	...	...	...	...	...	...	10,056	...	...	...	...	...	10,056	
...	...	...	...	...	...	...	34,102	...	...	1,59,861	46,022	17,838	2,57,823	
...	...	...	...	...	...	..	2,223	...	...	39,219	31,632	68,962	1,42,036	
...	...	...	...	...	...	...	66,269	...	...	1,99,080	77,654	86,800	4,29,803	
2,018	79,492	4,01,148	...	...	...	...	3,06,375	...	...	3,06,427	1,59,164	1,17,793	8,89,759	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*			Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.*		
			1			2		
			Boys.	Girls.	Total	Boys.	Girls.	Total.
Secondary Schools.								
For Boys. Government ... English	30	13,331	2,204	...	2,204	4,536	...	4,536
For Boys. Government ... Vernacular	...	...	...	...	...	...	...	...
For Boys. District Board ... English	31	9,891	242	...	242	2,735	...	2,735
For Boys. District Board ... Vernacular	100	19,626	...	...	...	5,005	...	5,005
For Boys. Municipal ... English	39	11,403	211	...	211	2,855	...	2,855
For Boys. Municipal ... Vernacular	19	3,347	...	...	...	743	...	743
For Boys. Aided ... English	74	27,215	3,073	...	3,073	8,018	1	8,019
For Boys. Aided ... Vernacular	1	223	...	...	...	29	...	29
For Boys. Unaided ... English	23	8,738	1,364	...	1,364	2,994	...	2,994
For Boys. Unaided ... Vernacular	...	...	...	...	...	...	...	...
Total	317	93,774	7,094	...	7,094	26,915	1	26,916
For Girls. Government ... English	2	278	...	24	24	...	70	70
For Girls. Government ... Vernacular	...	...	...	...	...	...	...	...
For Girls. District Board ... English	...	...	...	...	...	...	...	...
For Girls. District Board ... Vernacular	2	166	...	...	...	...	19	19
For Girls. Municipal ... English	...	...	...	...	...	...	...	...
For Girls. Municipal ... Vernacular	8	1,340	...	...	...	...	194	194
For Girls. Aided ... English	25	2,111	...	102	102	6	499	505
For Girls. Aided ... Vernacular	16	2,966	...	...	...	...	313	313
For Girls. Unaided ... English	2	366	...	4	4	...	52	52
For Girls. Unaided ... Vernacular	1	74	...	...	...	...	7	7
Total	56	7,301	...	130	130	6	1,154	1,160
Total Secondary Schools	373	101,075	7,094	130	7,224	26,921	1,155	28,076
Primary Schools.								
Upper Primary Schools.								
For Boys. Government	3	504	...	...	...	...	...	...
For Boys. District Board	2,474	136,168	...	...	...	...	...	...
For Boys. Municipal	11	1,694	...	...	...	...	...	...
For Boys. Aided	730	35,121	...	...	...	...	...	...
For Boys. Unaided	122	5,650	...	...	...	...	...	...
Total	3,340	179,137	...	...	...	...	...	...
For Girls. Government	...	...	...	...	...	...	...	...
For Girls. District Board	354	13,707	...	...	...	...	...	...
For Girls. Municipal	83	4,671	...	...	...	...	...	...
For Girls. Aided	137	7,736	...	...	...	...	...	...
For Girls. Unaided	35	1,291	...	...	...	...	...	...
Total	609	27,405	...	...	...	...	...	...
Total Upper Primary Schools	3,949	206,542	...	...	...	...	...	...
Lower Primary Schools.								
For Boys. Government	4	293	...	...	...	...	...	...
For Boys. District Board	147	4,994	...	...	...	...	...	...
For Boys. Municipal	61	5,922	...	...	...	...	...	...
For Boys. Aided	98	5,742	...	...	...	...	...	...
For Boys. Unaided	39	1,575	...		...	...	...	...
Total	349	18,526	...		...	...	...	...
For Girls. Government	...	...	...	...	...	...	...	...
For Girls. District Board	10	290	...	...	...	...	...	...
For Girls. Municipal	46	2,133	...	...	...	...	...	...
For Girls. Aided	34	1,456	...	...	...	...	...	...
For Girls. Unaided	10	401	...	...	...	...	...	...
Total	100	4,280	...	...	...	...	...	...
Total Lower Primary Schools	449	22,806	...	...	...	...	...	...
Total Primary Schools	4,398	229,348	...	...	...	...	...	...
GRAND TOTAL	4,771	330,423	7,094	130	7,224	26,921	1,155	28,076

TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1912-1913.

Upper Primary Stage. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			Lower Primary Stage. *Comprising all pupils who have not passed beyond the Lower Primary Stage.*						Total.		
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,199	...	3,199	3,392	...	3,392	...	...	...	13,331	...	13,331
...	...	...	...	...	...	...	...	...	...	...	...
2,624	...	2,624	4,290	...	4,290	...	...	...	9,891	...	9,891
3,476	...	3,476	10,666	...	10,666	479	...	479	19,626	...	19,626
2,896	...	2,896	5,189	...	5,189	252	...	252	11,403	...	11,403
593	...	593	1,930	1	1,931	80	...	80	3,346	1	3,347
6,605	8	6,613	9,482	28	9,510	...	...	...	27,178	37	27,215
35	...	35	159	...	159	...	...	...	223	...	223
2,069	...	2,069	2,311	...	2,311	...	...	...	8,738	...	8,738
...	...	...	...	...	...	...	..	...	...	...	...
21,497	8	21,505	37,419	29	37,448	811	...	811	93,736	38	93,774
...	76	76	...	107	107	...	1	1	...	278	278
...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	24	24	...	123	123	...	...	...	...	166	166
...	...	...	...	...	...	...	...	...	...	..	...
...	376	376	...	770	770	...	...	...	...	1,340	1,340
27	404	431	116	873	989	...	84	84	149	1,962	2,111
...	671	671	...	1,771	1,771	...	211	211	...	2,966	2,966
...	90	90	...	217	217	...	3	3	...	366	366
...	9	9	...	58	58	...	...	...	...	74	74
27	1,650	1,677	116	3,919	4,035	...	299	299	149	7152	7,301
21,524	1,658	23,182	37,535	3,948	41,483	811	299	1,110	93,885	7,190	101,075
180	...	180	324	...	324	...	...	...	504	...	504
23,673	6	23,679	111,597	39	111,636	853	...	853	136,123	45	136,168
496	...	496	1,198	...	1,198	...	...	...	1,694	...	1,694
3,132	32	3,164	31,263	546	31,809	148	...	148	34,543	578	35,121
348	...	348	5,079	120	5,199	103	...	103	5,530	120	5,650
27,829	38	27,867	149,461	705	150,166	1,104	...	1,104	178,394	743	179,137
...	...	...	...	...	...	...	..	...	...	...	...
1	1,556	1,557	5	11,890	11,895	...	255	255	6	13,701	13,707
...	626	626	...	4,031	4,031	...	14	14	...	4,671	4,671
1	607	608	248	6,619	6,867	...	261	261	249	7,487	7,736
...	92	92	55	1,144	1,199	...	...	...	55	1,236	1,291
2	2,881	2,883	308	23,684	23,992	...	530	530	310	27,095	27,405
27,831	2,919	30,750	149,769	24,389	174,158	1,104	530	1,634	178,704	27,838	206,542
...	...	...	281	...	281	12	...	12	293	...	293
...	...	...	4,992	2	4,994	...	...	...	4,992	2	4,994
...	...	...	5,557	...	5,557	365	...	365	5,922	...	5,922
...	...	...	5,740	2	5,742	...	...	...	5,740	2	5,742
...	...	...	1,562	13	1,575	...	...	...	1,562	13	1,575
...	...	...	18,132	17	18,149	377	...	377	18,509	17	18,526
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	290	290	...	...	...	...	290	290
...	...	...	...	1,951	1,951	...	182	182	...	2,133	2,133
...	...	...	17	1,247	1,264	...	192	192	17	1,439	1,456
...	...	...	...	356	356	...	45	45	...	401	401
...	...	...	17	3,844	3,861	...	419	419	17	4,263	4,280
...	...	...	18,149	3,861	22,010	377	419	796	18,526	4,280	22,806
27,831	2,919	30,750	167,918	28,250	196,168	1,481	949	2,430	197,230	32,118	229,348
49,355	4,577	53,932	205,453	32,198	237,651	2,292	1,248	3,540	291,115	39,308	330,423

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR OFFICIAL YEAR

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1		
			Boys.	Girls.	Total.
Secondary Schools.					
For Boys ... Government, English ...	1	262	20	...	20
For Boys ... Aided, „ ...	8	697	69	...	69
For Boys ... Unaided, „ ...	...	...	...	...	...
For Boys Total ...	9	959	89	...	89
For Girls ... Government, English ...	1	238	...	20	20
For Girls ... Aided, „ ...	17	1,216	...	61	61
For Girls Total ...	18	1,454	...	81	81
Total Secondary Schools ...	27	2,413	89	81	170
Primary Schools.					
Upper Primary Schools.					
For Boys ... Aided	3	138	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys Total ...	3	138	...	...	...
For Girls ... Aided	2	47	...	...	...
For Girls Total ...	2	47	...	...	...
Total Upper Primary Schools ...	5	185	...	...	...
Lower Primary Schools.					
For Boys ... Aided	...	...	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys Total ...	...	...	...	...	...
For Girls ... Aided	...	...	...	...	...
For Girls Total ...	...	...	...	...	...
Total Lower Primary Schools ...	...	...	...	...	...
Total Primary Schools ...	5	185	...	...	...
GRAND TOTAL ...	32	2,598	89	81	170

TABLE V (A).

GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE 1912-13.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Book.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
132	...	132	64	...	64	46	...	46	262	...	262
256	1	257	149	8	157	186	28	214	660	37	697
...	...	...	...	...	...	...	...	...	...	...	...
388	1	389	213	8	221	232	28	260	922	37	959
...	63	63	...	60	60	...	95	95	...	238	238
6	368	374	27	257	284	115	382	497	148	1,068	1,216
6	431	437	27	317	344	115	477	592	148	1,306	1,454
394	432	826	240	325	565	347	505	852	1,070	1,343	2,413
...	...	...	18	12	30	71	37	108	89	49	138
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	18	12	30	71	37	108	89	49	138
...	...	...	1	1	2	17	28	45	18	29	47
...	...	...	1	1	2	17	28	45	18	29	47
...	...	...	19	13	32	88	65	153	107	78	185
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	19	13	32	88	65	153	107	78	185
394	432	826	259	338	597	435	570	1,005	1,177	1,421	2,598

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	2	...	3	17	19	...	8	44
2. Bachelor of Arts	1	3	3	7	48	118	192	60	418
3. M. Sc.	1	...	...	1	5	...	...	...	5
4. B. Sc.	1	2	1	4	15	7	3	...	25
5. Intermediate Science Faculty	1	3	2	6	62	71	66	1	200
6. Intermediate Arts Faculty	1	5	3	9	44	181	391	74	690
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	1	...	1	...	17	...	31	48
3. „ „ Gurmukhi	...	1	...	1	...	3	...	17	20
3. „ „ Arabic	...	1	...	1	...	9	...	8	17
3. „ „ Persian	...	1	...	1	...	6	...	43	49
4. High Proficiency in Sanskrit	...	1	...	1	...	15	...	50	65
4. „ „ „ Arabic	...	1	...	1	...	7	...	6	13
4. „ „ „ Persian	...	1	...	1	...	5	...	6	11
4. „ „ „ Urdu	...	...	...	...	...	...	...	1	1
4. „ „ „ Punjabi	...	1	...	1	...	1	...	8	9
4. „ „ „ Hindi	...	...	...	...	...	...	...	1	1
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	100	100
5. „ „ Arabic	...	...	...	...	...	...	...	1	1
5. „ „ Persian	...	...	...	...	...	...	...	4	4
5. „ „ Urdu	...	...	...	...	...	...	...	2	2
5. „ „ Punjabi	...	...	...	...	...	...	...	2	2
5. „ „ Hindi	...	...	...	...	...	...	...	1	1
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	94	49	143
3. First Examination in Law	...	...	1	1	...	...	110	38	148
Medicine.									
1. Final Professional Examination for M. B. B. S.	1	...	...	1	32	...	...	...	32
2. Second „ „ „ „ „ „	1	...	...	1	22	...	...	...	22
3. First „ „ „ „ „ „	1	...	...	1	43	...	...	...	43
4. Additional Test in Chemistry	1	2	2	5	33	21	15	3	72
5. Special Certificate Class Examination for Females	1	...	...	1	3	...	...	...	3
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching*	2	3	...	5	185	14	...	24	223
Agriculture	1	...	...	1	17	...	...	...	17
Veterinary	1	...	...	1	65	...	...	...	65
Schools for General Education.									
1. Matriculation — For Boys	50	52	13	115	1,192	1,378	441	316	3,327
1. Matriculation — For Girls	...	3	...	3	...	11	...	...	11
2. High School Examination for Europeans. — For Boys	1	4	...	5	9	24	...	4	37
2. High School Examination for Europeans. — For Girls	1	7	...	8	8	24	...	...	32
3. Middle School Examination for Europeans. — For Boys	1	6	...	7	18	49	...	...	67
3. Middle School Examination for Europeans. — For Girls	1	11	...	12	14	49	...	...	63
4. Middle Vernacular Examination. — For Boys	117	1	...	118	1,993	7	...	104	2,104
4. Middle Vernacular Examination. — For Girls	7	12	1	20	51	64	16	31	162
5. Public Service Certificate Examination. — English	...	...	...	...	...	...	...	...	...
5. Public Service Certificate Examination. — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. — Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. — Lower	5	...	...	5	413	...	...	32	445
2. Training School Examination for Mistresses. — Upper	2	2	...	4	6	6	...	...	12
2. Training School Examination for Mistresses. — Lower	1	3	...	4	3	5	...	...	8
3. School of Arts Examination	1	...	...	1	186	...	...	...	186
4. Vernacular Medical Examination	1	1	...	2	39	5	...	...	44
5. Examination in Engineering and Surveying	1	...	1	2	54	...	64	...	118
6. Industrial School Examination	4	...	...	4	44	...	...	1	45
7. Commercial School Examination	4	...	...	4	44	...	...	4	48
8. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
9. Other Schools Examination	...	...	...	...	...	...	...	...	...

*Includes the following examinations :—
(1) Bachelor of Teaching; (2) Senior Anglo-Vernacular Certificate Examination; (3) Junior Anglo-Vernacular Certificate

†Including one Jain.

‡Jain.

RAL—TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1912-13.

Number passed.					Race or Creed of Passed Scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
12	8	...	2	22	...	...	3	10	1	8	...	...	...
20	53	69	6	148	...	2	17	82	14	29	4	...	...
5	...	...	...	5	...	...	...	4	1	...	...	...	...
9	3	...	...	12	...	2	1	6	3	...	...	...	...
45	48	29	1	123	...	2	12	74	22	13	...	...	...
29	97	204	26	356	...	7	42	183	36	81	7	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	10	...	4	14	...	...	13	1	...	...	...	...	...
...	1	...	6	7	...	...	...	...	7	...	...	...	...
...	6	...	3	9	...	...	...	...	...	9	...	...	...
...	5	...	15	20	...	...	1	1	...	18	...	...	...
...	6	...	16	2.	...	...	21	1	...	...	...	...	...
...	4	...	5	9	...	...	...	...	...	9	...	...	...
...	4	...	5	9	...	...	...	1	...	8	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	7	7	...	...	...	...	7	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...	...
...	...	...	72	72	...	...	58	14	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	1	1	...	...	...	...	...	...	...	...
...	...	...	2	2	...	...	...	...	2	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	52	25	77	...	1	4	53	4	12	3	...	...
...	...	44	9	53	...	1	5	27	5	15	...	...	...
24	...	...	...	24	...	...	3	14	3	4	...	...	...
18	...	...	...	18	...	...	3	11	2	2	...	...	...
29	...	...	...	29	...	...	4	18	3	4	...	...	...
25	13	10	3	51	...	...	6	37	5	3	...	...	...
3	...	...	...	3	...	2	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
160	14	...	7	181	24	8	28	53	10	56	†2	...	...
8	...	...	...	8	...	...	...	2	3	3	...	...	...
56	...	...	...	56	...	...	...	8	7	41	...	...	...
726	777	259	72	1,834	...	11	201	863	234	499	26	...	...
...	8	...	...	8	...	5	...	1	...	1	...	1	...
7	10	...	1	18	18	...	...	...	...	...	...	...	...
5	19	...	...	24	24	...	...	...	...	...	...	...	...
14	20	...	...	34	32	...	...	1	...	...	...	1	...
8	23	...	...	31	31	...	...	...	...	...	...	...	...
1,527	6	...	52	1,585	...	...	268	564	224	524	‡5	...	...
40	48	12	14	114	...	16	7	52	25	14	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
345	...	...	21	366	...	2	81	120	37	125	‡1	...	...
5	5	...	...	10	...	5	1	1	...	3	...	...	...
2	4	...	...	6	...	3	...	2	...	1	...	...	...
167	...	...	...	167	...	12	...	35	36	84	...	...	...
39	4	...	...	43	...	4	5	25	1	8	...	...	...
46	...	50	...	96	...	...	11	55	9	19	2	...	...
25	...	...	...	25	...	...	1	3	5	16	...	...	...
20	...	...	2	22	...	...	2	6	6	8	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Examination; (4) Senior Vernacular Certificate Examination; (5) European Teachers' Certificate Examination.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

Objects of Expenditure.	Expenditure of District Boards on Public Instruction.													
	In Institutions managed by District Boards.											*In Institutions managed by*		
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges.														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	300
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	3,959	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	... Males	...	...	...	...	...	...	...	...	...	...	1,211	...	...
	... Females	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	5,170	...	300
School Education, General. — Secondary Schools.														
For Boys. High Schools	...	6	2,425	2,466	2,140	...	7,139	787	39,126	1,731	51	48,834	3,364	1,660	5,698
For Boys. Middle Schools English	...	25	7,466	7,171	6,488	...	3,693	6,542	75,652	2,036	558	88,481	...	10,028	6,432
For Boys. Middle Schools Vernacular	...	106	19,626	20,231	17,594	...	1,17,520	4,448	45,148	4,140	172	1,71,428	...	8,019	338
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular	...	2	166	163	140	78	2,056	...	...	...	1	2,135	...	...	1,464
Total	...	133	29,683	30,031	26,362	78	1,30,408	11,777	1,59,926	7,907	782	3,10,878	3,364	19,707	13,932
Primary Schools.														
For Boys. Upper Primary	...	2,474	136,168	124,350	108,847	7	6,75,192	1,878	73,109	999	521	7,51,706	...	458	60,073
For Boys. Lower Primary	...	147	4,994	3,962	3,433	...	18,539	...	1,501	4	...	20,044	...	348	4,606
For Girls. Upper Primary	...	354	13,707	12,909	10,666	7,202	92,524	142	10	96	74	1,00,048	...	3,062	9,260
For Girls. Lower Primary	...	10	290	293	243	65	2,899	...	...	...	...	2,464	...	4,590	762
Total	...	2,985	155,159	141,514	123,189	7,274	7,88,654	2,020	74,620	1,099	595	8,74,262	...	8,458	74,701
Schools for Special Instruction														
School Education, Special. — Training Schools for Masters	...	14	226	240	235	...	21,043	162	3	...	1	21,209	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools		8	441	436	366	...	8,949	500	357	...	68	9,874	...	...	1,473
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	22	677	676	601	...	29,992	662	360	...	69	31,083	...	...	1,473
Buildings	...	...	...	...	...	4,34,513	3,45,556	...	...	3,800	3,750	7,87,619	...	...	...
Furniture and Apparatus (special grants only)		...	...	...	...	3,246	44,910	...	...	2,062		50,218	...	...	...
Total	...	...	...	...	...	4,37,759	3 90,466	...	...	5,862	3,750	8,37,837	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	...	3,140	185,519	172,221	150,152	4,45,11	13 39,520	14,459	2.34 906	14.868	5,196	20.54.060	8.534	28.165	90,406

RAL—TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

Total District Fund Expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction.															Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											*In Institutions managed by*			Total Municipal Expenditure on Public Instruction.		
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	c 33
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	...	...	...	...	...	...	...	...	...	...	...	...	...	1,667	1,667	1,967	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,959	...	...	...	...	...	...	...	...	...	...	...	2,471	...	...	2,471	6,430	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,211	...	...	...	...	...	...	...	...	...	...	...	253	...	...	253	1,464	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5,470	...	...	...	...	...	...	...		...	...		2,724	...	1,667	4,391	9,861	
17,861	6	2,399	2,419	2,256	...	9,797	1,660	40,993	1,288	27	53,765	7,452	787	51,929	69,965	87,826	
20,153	33	9,004	8,831	7,656	...	20,741	10,028	90,010	2,642	2,284	1,25,705	...	6,542	4,381	31,664	51,817	
1,25,877	19	3,347	3,407	3,021	...	11,296	8,019	8,370	74	69	27,828	...	4,448	...	15,744	1,41,621	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,026	1,026	1,026	
3,520	8	1,340	1,367	1,058	1,655	15,617	...	185	25	...	17,482	...	...	6,132	21,749	25,269	
1,67,411	66	16,090	16,024	13,971	1,655	57,451	19,707	1,39,558	4,029	2,380	2,24,780	7,452	11,777	63,468	1,40,148	3,07,559	
7,35,723	11	1,694	1,658	1,465	431	8,046	458	7,906	2	113	16,956	...	1,878	7,887	17,811	7,53,534	
23,493	61	5,922	5,368	4,549	...	39,313	348	6,105	...	14	45,780	...	...	1,118	40,431	63,924	
1,04,846	83	4,671	4,402	3,506	2,433	31,743	3,062	...	78	5	37,321	...	142	7,670	39,555	1,44,401	
7,751	43	2,133	2,101	1,585	1,375	9,816	4,590	...	1	...	15,782	...	...	110	9,926	17,677	
8,71,813	201	14,420	13,529	11,105	4,239	88,918	8,458	14,011	81	132	1,15,839	...	2,020	16,785	1,07,723	9,79,536	
21,043	...	...	...	...	...	...	...	...	...	...	...	...	162	...	162	21,205	
...	1	7	7	6	395	...	...	...	...	...	395	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,575	1,575	1,575	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
10,422	2	360	338	236	...	11,228	...	415	...	...	11,643	...	500	1,933	13,661	24,083	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
31,465	3	367	345	292	395	11,228	...	415	...	...	12,038	...	662	3,508	15,398	46,863	
3,45,556	...	...	...	...	11,283	71,981	...	...	5,064	...	88,328	...	...	...	71,981	4,17,537	
44,910		...	...	...	...	9,205	...	...	...	...	9,205	...	...	...	9,205	54,115	
3,90,466	...	...	...	...	11,283	81,186	...	...	5,064	...	97,533	...	...	...	81,186	4,71,652	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
38,183	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,396	42,579	
1,502	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,612	3,114	
516	...	...	...	...	...	...	...	...	...	...	...	...	...	...	301	817	
3,096	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	3 336	
51,649	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,284	59 933	
1,150	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100	1 250	
1,386	...	...	...	...	...	...	...	...	...	...	...	...	...	...	537	1 923	
7,661	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,121	10,782	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
45,193	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,838	74,031	
1,50,336	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,429	1,97,765	
(a) 16,16,961	270	30,877	29,898	25,368	17,572	2,38,783	28,165	1,53,984	9,174	2,512	4,50,190	10,176	14,459	85,428	(b) 3,96,275	20,13,236	

(a) Includes the following items:—
(1) Rs. 4,34,711 from Imperial revenues for prima-y education.
(2) Rs. 2,01,200 from Provincial revenues for primary education.
(3) Rs. 2,800 from Provincial revenues for the maintenance of secondary schools.

(b) Includes Rs. 12,200 from Provincial revenues for the maintenance of secondary schools and girls schools.

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING HOUSES FOR THE OFFICIAL YEAR 1912-13.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of						Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Special Schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.														
1. Managed by Government.	46	3,260	271	310	1,911	...	...	768	20,333	...	(a) 13,728	(b) 37,918	71,979	(a) Includes Rs. 8,929 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	199	5,353	...	...	4,857	260	...	236	...	30,718	700	24,036	55,454	(b) Rs. 2,064 on account of fees realized in the Agricultural College, Lyallpur, not included.
3. Aided by Government or by Local or Municipal Boards.	55	3,187	109	...	3,030	...	...	48	21,484	9,574	12,559	70,890	1,14,507	
4. Unaided ...	63	5,460	1,594	61	3,598	167	...	40	...	...	30,389	74,158	1,04,547	
Total ...	363	17,260	1,974	371	13,396	427	...	1,092	41,817	40,292	(a) 57,376	2,07,002	(a) 3,46,487	
For Females.														
1. Managed by Government.	3	273	...	...	251	...	...	22	1,758	...	(c) 9,473	6,168	17,399	(c) Includes Rs. 8,909 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	18	924	...	32	881	...	...	11	23,331	...	54,105	1,07,828	1,85,264	
4. Unaided ...	21	1,207	...	...	914	213	...	80	...	...	36,468	18,567	55,035	
Total ...	42	2,404	...	32	2,046	213	...	113	25,089	...	(e) 1,00,046	1,32,563	(c) 2,57,698	
Grand Total ...	405	19,664	1,974	403	15,442	640	...	1,205	66,906	40,292	(d) 1,57,422	3,39,565	(d) 6,04,185	(d) Includes Rs. 17,838 from Imperial Revenues.

EDUCATION—GENERAL TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1912-13.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of						Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
						Upper Primary Schools.	Lower Primary Schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.														
1. Managed by Government.	2	278	...	16	262	...	...	...	31	...	(a) 8,929	3,106	(b) 12,066	(a) From Imperial Revenues. (b) Includes Rs. 8,929 from Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	5	435	...	...	435	...	...	...	11,160	...	...	52,203	63,363	
3. Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	7	713	...	16	697	...	...	...	11,191	...	(a) 8,929	55,309	(b) 75,429	
For Females.														
1. Managed by Government.	1	238	...	...	238	...	...	...	...	...	(c) 8,909	3,106	(d) 12,015	(c) From Imperial Revenues. (d) Includes Rs. 8,909 from Imperial Revenues.
2. Aided by Government.	15	812	...	...	812	...	...	...	22,911	...	46,022	1,01,446	1,70,379	
3. Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	16	1,050	...	...	1,050	...	...	...	22,911	...	(d) 54,931	1,04,552	(d) 1,82,394	
(Grand total) ...	23	1,763	...	16	1,747	...	...	...	34,102	...	63,860	1,59,861	(e) 2,57,823	(e) Includes Rs. 17,838 from Imperial Revenues.

TABLE IX.

NUMBER AND QUALIFICATIONS OF TEACHERS, 1912-13.

			In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
In Schools for Indians.	Teachers of Vernacular	Trained	19	2,795	108	106	12	10	646	225	102	31	147	25	22	219	30	...	...	...	...	...	4,497
		Untrained	3	1,965	340	1,331	237	...	245	146	148	48	55	14	13	179	74	...	...	...	...	...	4,798
		Total	22	4,760	448	1,437	249	10	891	371	250	79	202	39	35	398	104	...	...	...	...	...	9,295
	Anglo-vernacular Teachers and Teachers of Classical Languages.	Trained	4	2	3	6	1	3	59	107	50	18	284	30	43	254	69	12	...	...	2	1	948
		Untrained	...	1	5	25	8	6	66	83	107	43	173	33	22	266	111	23	...	...	56	45	1,073
		Total	4	3	8	31	9	9	125	190	157	61	457	63	65	520	180	35	...	...	58	46	2,021
		Possessing a degree	...	...	...	...	...	2	9	13	8	7	133	11	13	135	53	32	...	...	39	42	497
		Possessing no degree	4	3	8	31	9	7	116	177	149	54	324	52	52	385	127	3	...	...	19	4	1,524
		Total	4	3	8	31	9	9	125	190	157	61	457	63	65	520	180	35	...	...	58	46	2,021
In School for Europeans.		Trained	...	...	...	4	...	...	...	...	29	...	13	...	...	57	...	2	...	...	4	...	109
		Untrained	...	...	...	7	...	...	...	...	43	...	4	...	...	54	...	...	...	...	3	...	111
		Total	...	...	...	11	...	...	...	...	72	...	17	...	...	111	...	2	...	...	7	...	220
		Possessing a degree	...	...	...	...	...	...	...	...	3	...	1	...	...	15	...	2	...	...	...	...	21
		Possessing no degree	...	...	...	11	...	...	...	...	69	...	16	...	...	96	...	...	...	...	7	...	199
		Total	...	...	...	11	...	...	...	...	72	...	17	...	...	111	...	2	...	...	7	...	220
	Grand total of all teachers		26	4,763	456	1,479	258	19	1,016	561	479	140	676	102	100	1,029	284	37	...	...	65	46	11,536

Report on the progress of Education in the Punjab for the year 1913-14.

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REPORT

ON THE PROGRESS OF

EDUCATION

IN THE

PUNJAB

FOR THE YEAR

1913-14

Lahore:
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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 34, dated 6th January 1915.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1913-14.

REMARKS.—In reviewing the Report for 1912-13, the Lieutenant-Governor noticed the continued and rapid development which was the conspicuous feature in the working of the Education Department in that year. The report for 1913-14 bears eloquent testimony to the growing desire for education in all stages and among all classes, to the great expansion of institutions to meet this demand, to the increasing popularity of the teaching profession as the result of the improved prospects it offers and of the better realisation of its intrinsic dignity and importance. The number of educational institutions in the province increased by over six hundred, and the attendance by nearly thirty-four thousand. The total expenditure on all kinds of public instruction advanced by 9 lakhs of rupees to over 93 lakhs of which more than 50 lakhs were contributed directly or indirectly by Government, *viz.*, 30½ lakhs from Provincial and 20 lakhs from Imperial funds; while the proportion of the expenditure raised from fees was 24 per cent. as last year. More than four hundred new school buildings or extensions of existing buildings were either erected or in course of erection. The percentage of school attendance of the estimated total population of school-going age has risen from 21·37 to 22·79 in the case of boys, and from 4·31 to 4·76 in that of girls. As the Director points out, attendance is now nearly double what it was ten years ago, and it might be added that the annual expenditure on education has risen by 138 per cent. within the same period.

2. A very great increase took place, as was to be expected, in primary schools. Four hundred and sixty-nine new primary schools for boys, and 84 new primary schools for girls, were opened in the province and the number of pupils increased by no less than 27,647, of whom 22,892 were boys and 4,755 were girls, as compared with a corresponding increase of 20,669 last year. The total number of children receiving instruction in the public primary schools in the Punjab is now well over a quarter of a million (2,57,000). With this large and steadily growing numerical expansion it is most satisfactory to notice a continued striving towards greater efficiency. The Lieutenant-Governor is glad to see that, notwithstanding an increase of over 1,000 in the number of primary school teachers, the proportion of trained teachers to untrained shows a distinct improvement, and that as the result of the introduction of a more liberal scale of pay and allowances, the calling of teachers in primary schools is now becoming a popular one. His Honour is also much interested in the Director's remarks in paragraph 31 of the Report on the difficulty of adapting the course of primary instruction to suit the needs of the village community and in particular of agriculturists. The recent introduction of a more practical curriculum and better organised teaching, and the experiments made in the direction of shortening school hours—are measures which may go far towards combating this difficulty. A shortened time-table, which enables the children to assist their parents in their hereditary occupations in field or shop should do much to remove the inherent distrust felt by uneducated parents towards mere book-learning. His Honour does not believe that we have yet arrived at finality in this matter, but meanwhile he observes with satisfaction that the proportion of agriculturists' children attending primary schools exhibits a considerable increase.

At the same time the interests of the children of non-agriculturists have not been neglected, for a further step towards free primary education was taken during the year, by authorising the exemption of such children from payment of fees on account of poverty up to a proportion of 25 per cent. of the total number of scholars in the school.

The very large grants from Government have enabled district boards to increase their expenditure on primary education by nearly a lakh and three-quarters to its present figure of approximately twelve lakhs, and to effect a still further reduction in the proportion of the expenditure which is met by fees.

3. The increase in the number of secondary schools and pupils attending them is, as the Director observes, unprecedented, and here a problem that is beginning to assume serious proportions is found in the comparative dearth of teachers with the requisite qualifications. In spite of the adequate salaries which, largely as a consequence of special Government grants, it is possible to offer in Government and aided secondary schools, the supply of capable teachers is said to be still far below the demand. The Province is still clearly suffering from a scarcity of men fully competent to impart instruction and to form character. This has led, especially in the case of aided institutions, to men being appointed to the teaching staff who are quite unfitted for the responsible function of training the young. The Director speaks of unsatisfactory tendencies in the matter of conduct and discipline manifesting themselves in some institutions, more especially in the Lahore Division, and these he attributes directly to the dearth of strong headmasters, and the want of moral calibre among subordinate teachers. His Honour commends to all those who are interested in the furtherance of secondary education the conclusion drawn by the Director in the last lines of paragraph 26 of his report and the warning conveyed in paragraph 19. Continued and rapid increase in the quantity of secondary education available in the Province may now be considered as assured: it is incumbent upon Government, local bodies, and the founders and promoters of private educational institutions alike, to see that the quality does not fall short.

4. Very satisfactory progress has been made in the matter of school buildings as a result of the large funds provided for this purpose by Government. The new High Schools at Jullundur, Dharmsala, Gujrat and Campbellpur, are already in use; new buildings are in course of erection at Hoshiarpur, Lyallpur and Dera Ghazi Khan, and schemes for new schools or hostels are being executed at the headquarters of eight other districts. Much has also been done by private enterprise. In fact the Lieutenant-Governor has found that in the course of his tours he is hardly able to visit a town of any importance without being asked to open or lay the foundation stone of a new high school or some building connected with such institutions. His Honour notices with pleasure the activity shown by the various religious communities (of whom perhaps the Sikhs have lately been the most conspicuous) and the munificence of a citizen of the Ambala Cantonment, who has founded a high school at his own expense and endowed it with a sum of Rs. 1,50,000.

5. His Honour regrets to see that many municipalities show no sign of increasing interest and realization of their responsibility in the matter of education and especially of primary education. There are still several instances of municipal schools being run at a profit, and it appears that in many cases a grant from Government is not followed by increased educational expenditure, but is simply utilized to set free for non-educational purposes the sums hitherto spent on education by the Committee. So long as this apathetic attitude is maintained, as the Director points out, educational grants to municipalities cannot achieve their object, and where such cases are brought to his notice the Director should have no hesitation in recommending the withdrawal of all or part of the Government grant.

6. In collegiate education the development is no less remarkable than in other branches. The total number of students has increased by 403 to 3,176, and at the same time the examination results show a decided improvement in the percentage of successes in all except the M.A. and M.Sc examinations, in which the total number of candidates is comparatively small. The courses of lectures delivered by University lecturers from England were a most successful innovation, and were highly appreciated not only by the local students and professors, but by all interested in educational progress. The

experiment is being repeated this year, and will, His Honour hopes, develop into a permanent arrangement.

7. In view of what has been said regarding the shortage of qualified teachers, His Honour is glad to see that the competition for entrance into the Central Training College is keener than ever, and the number admitted in the past year exceeds the record of all previous years. The large proportion of graduates now seeking admission to the Training College is another hopeful sign of the times. The Report states that most of the Bachelors of Teaching secured posts on salaries of Rs. 100 *per mensem* and over. The scholastic profession should, therefore, as is the case in England, soon become recognised as one of the main avenues to which the products of our universities should turn in search of a living. The influence—direct and indirect—of an institution which at present supplies teachers to nearly all the secondary schools of the Province is necessarily enormous, and no efforts should be spared to secure that the influence should be thoroughly healthy and beneficial. It is clear that both the Principal and the Director are not quite easy in their minds over the present state of affairs, and some recent incidents point to undesirable elements being at work in the College. The numbers are at present too large for efficient supervision and close personal intercourse between the students and the staff, and the Lieutenant-Governor agrees in the necessity of a separate Training College outside Lahore for junior teachers. He trusts that it will shortly be possible to overcome the drawbacks of the present congested site and grounds by the establishment of the new Training College proposed for Jullundur.

The progress of Normal schools and training classes continues to be very satisfactory. Much remains, however, to be done to improve the conditions under which European teachers are trained at Sanawar. This institution is more an Imperial than a Provincial concern, as the majority of the students come from other Provinces, and the Government of India have been addressed on the subject.

8. Among professional and technical institutions, the most noticeable features are the great demand for admission into the Veterinary College and the difficulty experienced in inducing recruits to join the Agricultural College at Lyallpur. It is hoped that the arrangements recently sanctioned for increasing the scholarships and improving the prospects of the Subordinate Agricultural Service will attract more students to the College which is admirably equipped for the teaching of practical and scientific agriculture. The unfortunate incident of a strike at the Lahore Medical College need only be mentioned here ; the measures undertaken to deal with it have already been published. The restriction introduced by the Chief Court on the number of pleaders has had its inevitable effect on the Law College, where the number of students fell by nearly one-third.

Sardar Bahadur Ram Singh, M.V.O., retired from the post of Principal of the Mayo School of Art after a connection of forty years with the school. The Lieutenant-Governor takes this opportunity of congratulating the Sardar upon his long and honourable career in Government service and wishes him health and prosperity in his retirement. The staff has recently been reorganised and strengthened, and the Lieutenant-Governor is glad to learn that the institution under Mr. Heath's direction is entering on a large sphere of usefulness, and that the students it turns out have no difficulty in finding useful and remunerative employment.

9. The increase in attendance at girls' schools continues, the figure being 14 per cent. as opposed to 10 per cent. last year. Here again progress is retarded by the want of qualified teachers The Lieutenant-Governor has read with much interest Miss Hart's report on Kindergarten teaching in girls' schools which emphasises this fact. From the provincial point of view, it is disappointing to notice that the only centre where Miss Hart can commend the teaching of girls as conducted on efficient and systematic lines is Delhi.

For the higher education of girls an important step was taken during the year in making the Victoria School at Lahore a Government institution, and another in the addition of collegiate classes to the Kinnaird

High School, Lahore. For girls of the upper classes of society the Queen Mary's College at Lahore provides yet another High School. Last year His Honour was able to congratulate a Hindu lady on being the first woman to obtain the Diploma in Shastri of the Punjab University. This year he has the pleasure of noting that one Muhammadan young lady for the first time passed the Munshi Fazil Examination of the University, while another stood first of the whole Province in English in the Entrance Examination. These examples show that even the restrictions of the 'purda' do not stand in the way of higher female education.

10. His Honour is glad to observe that the efforts recently made by Government and the managing bodies in improving the schools for the education of European boys and girls are bearing fruit. The year has been one of steady progress, and there is no longer any difficulty in obtaining a good education in a hill climate at moderate expense for children of the Anglo-Indian community.

11. The Director devotes a very interesting section of the report to the question of Muhammadan education. The matter has recently occupied the attention of the Government of India and the Local Government, with the result that grants have been made in aid of primary schools in several backward districts, building grants have been allotted to various High Schools and a liberal recurring grant of Rs. 30,000 per annum has been sanctioned for the Islamia College, Lahore. His Honour is glad to see that in primary education in the Province as a whole the Muhammadan community holds its own; while in certain divisions, notably Lahore, progress in primary education is remarkable. Development in secondary and collegiate education is far slower, but it is only natural that the effects of the new stimulus given to Muhammadan education should make themselves apparent first in the primary schools. The Lieutenant-Governor has more than once during the past year given public expression to his views as to the policy of Government in assisting the Muhammadan community—which, though numerically the strongest in the Province, is educationally the most backward—to recover lost ground, and the very comprehensive proposals put forward by the representatives of the community are now under the consideration of Government. The Lieutenant-Governor is confident that the enthusiasm and self-sacrifice which the Muhammadan community is now displaying in the cause of education, supported as they are and will be by substantial help from Government, cannot fail to yield excellent results. Indeed a comparison of the present statistics with those of 5 years ago will show how much ground has already been gained. His Honour notices that while in the Veterinary College, the School of Art and the various Industrial schools Muhammadan students form a majority, they are still poorly represented in the Law, Medical and Agricultural Colleges, and in the Engineering Schools. He would therefore call attention to the following weighty words of warning quoted from the presidential address recently delivered at the All-India Muhammadan Educational Conference at Rawalpindi:—

> "Thirty years ago the cry of the Indian Mussalmans used to be the cry of despondency, that in the matter of English education we have allowed ourselves to lag behind. Thirty or forty years hence I am afraid the burden of our cry would be that we have fallen behind all other communities in the peaceful avocations of manufactures, commerce and industry."

12. His Honour's thanks are due to the Director for a comprehensive and interesting report and for his able administration of the Department during a year in which educational progress was so rapid and on the whole so satisfactory. Mr. Godley's services in the cause of education were appropriately recognised during the course of the year by His Majesty the King Emperor by the grant of the title of C.S.I.

By order of His Honour the Lieutenant-Governor of the Punjab,

C. A. BARRON,

Chief Secretary to Government, Punjab.

2516 CS—523—8 1-15 - SGPP Lahore.

REPORT

on the progress of

Education in the Punjab

for the year

1913-14.

In view of the wide-spread and increasing interest in educational development, as evinced, for instance, by resolutions passed at Muhammadan, Sikh, and other conferences, by questions in the Legislative Council of the province, and by articles in the newspaper press, I have thought that it would be excusable in this report to exceed the allotted limit, the report for the preceding year having been a brief one. Even so it has been necessary to condense or omit a great deal of material which might have been included.

The chief features of the educational history of the year 1913-14 have been a large addition to the number of pupils and institutions, especially secondary schools; an equally marked increase in the number of teachers employed, and in the output of trained teachers; and a continuous activity in the erection and improvement of school buildings of all kinds throughout the province; while among instructional developments may be mentioned the appointment of special inspecting officers to report and advise on the teaching of science, drawing, and (in the case of girls' schools) kindergarten methods. The Mayo School of Industrial Art has been provided with large new workshops, and an additional staff of technical instructors has been sanctioned; several new industrial schools have been opened; and among buildings recently erected may be mentioned the biological laboratory of the Government College, which was almost completed by the close of the year. The Victoria School for girls, Lahore, was made a Government institution and the staff and equipment were improved.

Statistical Summary.

2. *Public institutions and pupils.*—The number of educational institutions increased by 600, as shown in detail below :—

Institutions for Males.

Arts Colleges	9
Professional Colleges...	6
High Schools	111 (+9)
Middle Schools	241 (+26)
Primary Schools	4,158 (+469)
Institutions for special instruction	54 (+9)

Institutions for Females.

Arts Colleges	1 (+1)
Professional Colleges	1
High Schools	16 (+1)
Middle Schools	43 (+2)
Primary Schools	793 (+84)
Institutions for special instruction	12 (—1)

The new arts college for women is the college class opened in the Kinnaird High School for girls, Lahore.

The attendance in public institutions increased by 33,961, as shown below :—

	Males.	
Arts Colleges	3,170	(+397)
Professional Colleges	797	(—46)
High Schools	47,847	(+913)
Middle Schools	50,632	(+3,792)
Primary Schools	2,20,555	(+22,892)
Institutions for special instruction	3,751	(+462)
	Females.	
Arts Colleges	6	(+6)
Professional Colleges	32	
High Schools	1,820	(+229)
Middle Schools	6,125	(+415)
Primary Schools	36,440	(+4,755)
Institutions for special instruction	638	(+146)

The decrease in the case of professional colleges for men is explained by the falling-off in the number of students in the Law College.

3. *Private schools.*—The statistics of private schools which are not departmentally recognised are unreliable, and fluctuate from year to year. The figures supplied show an increase of 13 schools and a decrease of 4,496 pupils.

4. *Percentage of the population of school age in attendance.*—Out of the estimated population of school-going age 22·79 per cent. are attending institutions of all kinds in the case of boys, and 4·76 in that of girls. Ten years ago the corresponding figures were 12·08 and 1·72, so that attendance has practically doubled during the period.

5. *Expenditure.*—The total expenditure on public institutions of all kinds increased by Rs. 9,00,795 to Rs. 93,21,575. The following is a comparative statement of expenditure from each source :—

	1912-13.	1913-14.	Difference.
	Rs.	Rs.	Rs.
Provincial Revenues ...	29,79,381	28,24,419	—1,54,962
District Funds ...	16,16,961	21,95,875	+5,78,914
Municipal Funds ...	3,96,275	4,57,001	+60,726
Fees	20,67,254	22,21,473	+1,54,219
Private Sources ...	11,67,996	13,40,065	+1,72,069
Imperial Revenues ...	1,92,913	2,82,742	+89,829
		Total increase ...	+9,00,795

The decrease shown under expenditure from provincial revenues is nominal, as a sum of Rs. 2,21,995 given from provincial funds to local bodies for primary education and various other purposes has this year been shown as expenditure from district and municipal funds. In addition to Rs. 2,82,742 shown as expenditure from imperial revenues, a sum of Rs. 17,16,000 was given to local bodies for the maintenance of primary schools, the erection of buildings, etc., and has been returned as expenditure incurred by those bodies.

6. *Buildings.*—The number of new school buildings, including extensions of existing schools, erected or in course of erection during the year in the several divisions, was as follows :—

	Primary Schools.	*Middle Schools.*	*High Schools.*	*Hostels.*
Ambala	41	12	7	15
Jullundur	65	9	7	11
Lahore	37	10	10	16
Rawalpindi	53	9	9	15
Multan	48	14	5	9
Total	244	54	38	66

7. *Grants from imperial revenues.*—It may be of interest to enumerate here the main imperial grants which have been sanctioned in recent years for educational objects in the Punjab:—

RECURRING GRANTS.

Year.	*Amount.*	*Purpose.*
	Rs.	
1905	3,00,000	... Primary education.
	30,000	... University and Colleges.
1906	27,000	... European education.
1912	3,65,000	... Elementary education, education of girls, hostels, technical and industrial education, European schools.
	60,000	... Aided Anglo-vernacular secondary schools.
1913	3,38,000	... Primary and secondary education, colleges, &c.
1914	75,000	... General educational purposes.

GRANTS FOR CAPITAL EXPENDITURE.

Year.	*Amount.*	*Purpose.*
1905-1910	Annual grants for University buildings.	
	Rs.	
1911	9,00,000	... Approximately distributed under various educational heads.
1912	2,50,000	... Hostels.
	2,00,000	... University.
1913	25,25,000 (for three years).	... Various heads.

The bulk of the recurring grants, less such portions as are earmarked for particular objects such as the University, aided Anglo-vernacular secondary schools, European education, etc., is spent in allotments to local bodies for the maintenance of vernacular schools, on the basis of two-thirds of the cost of those schools. Rs. 2,00,000 are added from provincial revenues for the same purpose. The total sum distributed in this way to local bodies during 1913-14 was Rs. 10,25,000. After payment of grants for training classes, etc., the balance of the recurring grants, which decreases annually as education develops, is utilised for capital expenditure on buildings and equipment.

The unspent balance of the grant of Rs. 9,00,000 for capital expenditure on buildings, amounting to Rs. 1,80,622, was spent during the year on the construction of the Government College biological laboratory and the completion of Queen Mary's College, as well as on grants to aided institutions. Another grant, Rs. 1,25,000, the second half of the grant for hostels sanctioned in 1912, was fully utilised. The first instalment of the non-recurring grant of Rs. 25,25,000, amounting to Rs. 8,12,000, was expended in payments to the Punjab University, local bodies, and aided schools.

8. *Building and equipment grants from provincial revenues.*—Exclusive of the large expenditure from the imperial grants, a sum of Rs. 1,31,975 was spent from provincial revenues in building grants to local bodies and aided schools, and one of Rs. 9,733 in grants for furniture and equipment. It is satisfactory to be able to report that private enterprise in education has been greatly stimulated by the liberal financial assistance which has been offered during the past three years to school managers.

Controlling Agencies.

9. *Direction and inspection.*—I remained Director throughout the year. Lala Shiv Dayal, Inspector of Schools, relinquished charge of the Ambala division on the 12th October, 1913, and proceeded on two years' combined leave. Since then Lala Jugal Kishore has officiated as Inspector of this division. In the Multan division Lala Hari Das officiated as Inspector during the absence of Rai Bahadur Sundar Das Suri on four weeks' privilege leave. Mr. Wright, Inspector of European Schools, and Mr. Sanderson, Master in charge of the training class for Europeans at Sanawar, assisted Mr. Crosse in inspecting the schools in the Lahore division during January, February and March.

Twelve additional posts of assistant district inspectors of schools were sanctioned during the year, and the reorganisation of the staff of inspectresses, which now consists of a chief inspectress and her assistant and an inspectress for each division, was brought into effect. Miss Stratford is the Chief Inspectress; Mrs. Ingram has been posted to Jullundur; Miss Douglas, B.A., to Rawalpindi, while Mrs. Gilbertson remains at Delhi, pending a separate arrangement being made for the new province, after which an inspectress will be appointed for the Ambala division. The Multan post was held temporarily by Miss Hart, who was engaged as a special inspectress for kindergarten teaching from November to March; Miss Marshall, B.A., was appointed to this post from the 1st April, 1914. 448 girls' schools were visited by the inspectresses during the year.

Lala Rattan Lal, M.A., was appointed a special assistant inspector of schools from the 5th May, 1913, to report on science teaching in schools.

The work of the inspectors' assistants and of the district inspecting staff has been generally satisfactory. Among the members of the district inspecting staff who are singled out for favourable notice are the following district inspectors:—Lala Lachhman Das, Hoshiarpur; Lala Nihal Chand, Lahore; Mian Muhammad Ishaq, Mianwali; Pandit Hukam Chand, Rawalpindi; Lala Khazan Chand, Lyallpur; Lala Ram Chand, Dera Ghazi Khan; Lala Amir Chand, Rohtak; and Lala Shiv Dayal, Hissar; and among the assistant district inspectors who have done well Lala Raghbir Chand, Hissar, Bhai Amar Singh, Gujranwala, and Chaudhri Ghulam Muhy-ud-din, Gujrat, may be mentioned.

10. *Management of district boards.*—The total expenditure of the district boards on education rose from 16 to nearly 22 lakhs, out of which 10½ lakhs were spent on the maintenance of primary schools, and 7 lakhs on school buildings and equipment against less than 4 lakhs in the previous year. This large increase was rendered possible by the liberal imperial grants. In the Ambala, Rawalpindi, and Multan divisions the expenditure was largely in excess of that of the previous year, but a decrease of net expenditure is reported in the case of the educationally advanced districts of the Lahore and Jullundur divisions. This decrease was only to be expected as a result of the new subsidies. The boards in question had been straining their resources to pay for education, and on their being relieved of a large share of the cost by the receipt of proportionate grants, their own net expenditure underwent a temporary set-back in default of a large rise in the total educational expenditure, which could not take place immediately. The decrease may, indeed, be regarded as a healthy symptom in so far as it denotes a reserve which can be drawn upon for future development. It is satisfactory to report that the grades of teachers' salaries have been generally improved and that there has been much building activity. Programmes of extension have in many cases been drawn up. In the Jullundur division, with a view to prevent district boards becoming liable for recurring expenditure which they might afterwards be unable to sustain, and to strengthen the groundwork of education in each district, a

survey was made of the state of the staffs and buildings of existing schools and of the extensions most urgently required; and a working programme giving an order of urgency and approximate cost was drawn out in each case. This programme showed that it would take at least five years to put existing schools to rights in Hoshiarpur, Jullundur, and Ludhiana, allowing at the same time a very moderate rate of expansion; but Kangra and Ferozepore are better off. The advisability was represented to the boards of formulating a continuous financial policy based on the data thus obtained, and the boards of Kangra and Ferozepore responded by fixing a satisfactory rate of expenditure for education for the quinquennium. Among the district boards reported to have been most active are those of Hissar, Ferozepore, Gujranwala, Shahpur, Lyallpur, and Montgomery.

11. *Municipal Committees.*—The total expenditure of these bodies on education has risen from Rs. 3,96,275 to Rs. 4,57,001. Their net expenditure, however, has not risen correspondingly, part of the new expenditure having been defrayed by increased receipts from fees and by salary grants received from provincial revenues for vernacular schools. There is little evidence as yet that municipal authorities are beginning to realise the duty of extending elementary education, the tendency being to assume that the local high schools will provide it. "In more than one instance", the Multan Inspector says, "the committees have reduced expenditure from their non-educational income, instead of utilising the larger funds at their disposal in the expansion of elementary education". In the Lahore division all the larger municipal committees, except the Lahore committee, spent much less than in the previous year, and the Inspector says that the grants made by Government to the Amritsar and Batala committees were diverted to non-educational purposes, meaning that the committees in question did not increase their educational expenditure proportionately. In the Jullundur division the smaller municipalities in all districts except Ferozepore transferred the management of their secondary schools to the district boards, contributing fixed sums annually for the upkeep of these schools. This arrangement doubtless makes for greater efficiency, but there is a loss of local interest and responsibility. It is regrettable to find that several instances are still recorded of schools being run by municipal committees at a profit. So long as this continues to be done, further aid from provincial revenues is not likely to achieve its object.

12. *Private agencies.*—Much activity was shown by the various denominational agencies during the year in opening Anglo-vernacular secondary schools, especially high schools. Thus new Muhammadan high schools were opened at Ambala, Panipat, and (in April, 1914) Shahpur; a Khalsa high school at Jullundur; Hindu high schools at Rawalpindi, Hafizabad and Sonepat. Lala Benarsi Das of Ambala established a new high school in Ambala cantonment at his own expense, and provided it with a good staff and equipment. The Arya Samaj started schools for the depressed classes in the Ambala district and elsewhere. Bhai Nihal Singh, Headmaster of the Kairon Girls' School in the Amritsar district, collected Rs. 50,000 for a school boarding-house. With the aid of the new grants there has been a general improvement in the staff, buildings, and equipment of privately managed schools.

The Rawalpindi Inspector, Khan Bahadur Maulvi Umr-ud-din, gives the following account of the share taken by religious societies and private individuals in extending education in that division:—

"Of the various private agencies that have helped in spreading education, the different missionary societies have played the most conspicuous part. Twelve schools exist under the control of these societies. The American Mission has its schools (six in number) in the Rawalpindi and Jhelum districts, and the Scotch Mission maintains five schools in the Gujrat district. The only school maintained by the Belgian Mission of the Roman Catholic Church is a flourishing high school at Dalwal in the Jhelum district. The Mission high schools at Rawalpindi and Gujrat are the largest in the division, and are well managed.

"The Sikhs with eleven schools come next in importance. Three of the schools maintained by this community are high, and eight Anglo-vernacular middle; of these eight middle schools four are not yet recognised. The primary department of the Khalsa Middle School at Pindigheb, however, is aided.

"The various branches of the Hindu community have got seven schools. Three are maintained by the Arya Samaj, and two by the Sanatan Dharm, and one of them is a high school opened and recognised during the year. The high school at Dinga and the Fitzpatrick public school at Kala (district Jhelum) are aided schools of a non-sectarian type maintained by influential individuals. The Dennys High School at Rawalpindi has got a mixed management composed of Hindu and Mussalman influential men of the locality, and the Cantonment Magistrate is the patron of this institution.

"The Mussalmans alone, notwithstanding their numerical superiority in the division, have the least number of schools. The number of schools maintained by them is two: one a high school at Rawalpindi, and the other a vernacular primary school at Daryala Jalap in the Jhelum district, since raised to the status of a vernacular middle. The Moslem Educational Society, of which mention was made last year, has extended its field of work, and all districts of the division are now comprised within its area of influence. The guiding spirit of the movement is Malik Mubaraz Khan of Shahpur, ably assisted by Qazi Siraj-ud-din Ahmad, Barrister-at-Law, Rawalpindi. The Shahpur O'Brien Islamia High School that was opened in April last is the outcome of the labours of these noble-minded gentlemen. In other districts of the division subscriptions are being raised for opening Islamia Anglo-vernacular schools. Rs. 12,000 have been subscribed in Mianwali and Rs. 19,000 in Gujrat. Chakwal in the Jhelum district and Fatehjang in the Attock district have, I hear, already been selected for opening new Islamia schools".

Collegiate Education.

13. *Statistics.*—Including the Oriental College, the number of Arts Colleges affiliated to the Punjab University increased from nine to ten, a college class having been opened in the Kinnaird High School for girls, Lahore. The number of students increased from 2,773 to 3,176: in the Government College the increase was 62, in the Forman College 66, in the D. A.-V. College 110, in the Dyal Singh College 111, and in the Islamia College 30. The expenditure exceeded that of the previous year by Rs. 43,610: provincial expenditure rose by Rs. 13,544, and fees and subscriptions contributed Rs. 24,692 and Rs. 10,447 more, respectively.

14. *Examinations.*—The examination results show an improvement. The percentages, as compared with those of the previous year, were as follows:—

	1912-13.	1913-14.
Arts—		
F. A.	51·6	60·2
B. A.	35	42·5
M. A.	50	47·2
Science—		
F. Sc.	62	72·3
B. Sc.	48	56·5
M. Sc.	100	71·4

15. *Government College.*—An assistant professor of chemistry was added to the staff, which now numbers 23 professors. A demonstrator in botany was also appointed. The expenditure increased by Rs. 36,229, owing to increase of establishment, special grants for equipment, and the increase of scholarships. Receipts from fees rose by Rs. 6,500. The science side of the

college continues to develop, the number of science students being 279, or more than half of the total: 224 study chemistry, 216 physics, 176 botany, and 163 zoology. A college herbarium of Indian plants was started, and the control of the botanical section of the Lawrence Gardens was transferred to the college. Research work in botany, zoology, and chemistry has been carried on. A large new biological laboratory was under construction, and the erection of a new physics laboratory will shortly be commenced. In examination results, athletics, and otherwise, the college had a most successful year.

16 *Aided Colleges.*—Among aided colleges the Forman Christian College stands first, with 570 students. Plans are being prepared for the erection of a large additional hostel. The personal intercourse of the staff with the students is a strong feature of the college. The Khalsa College received grants of Rs. 9,300 from Government for a tube-well and swimming-bath, and of Rs. 2,000 from the University for the library. There was a slight decrease of students. The Gordon Mission College, Rawalpindi, had an enrolment of 123, of whom 42 were boarders. The Murray College, Sialkot, which had 102 students, records an increase of staff and prospects of expansion in buildings and otherwise. Mr. Waugh, who had been principal for over seven years, relinquished the post. The college class in the Kinnaird High School for girls started in October with six students.

17. *Unaided Colleges.*—The number of students in the D. A.-V. College rose to 886; 697 were boarders, including the engineering students. The examination results were good The science equipment was considerably improved, and the hostel accommodation was added to. The Islamia College (210 students) continued to make steady progress. The staff of the Dyal Singh College (483 students, of whom 316 were boarders) was increased, and the laboratories were extended. The classes are accommodated in a new double-storeyed building.

18. *Punjab University.*—The building purchased from the Convent authorities has been utilised to accommodate the Oriental College and Law College classes, the upper storey being occupied as a hostel. Application has been made to Government for the bungalow and land intervening between the newly purchased property and the road. The site previously proposed for the Oriental College, adjoining the University Library, will now be utilised for the extension of the library and for a lecture hall. The number of students in the Oriental College fell by 11 to 105, of whom 38 held scholarships or stipends. Dr. Azim-ud-din, Ph D., was appointed professor of Arabic, and the professorship of Sanskrit was offered to Pandit Todar Mal, now studying in Europe. These appointments will enable the college to undertake the higher instruction of Arts Faculty students in the Oriental classical languages. Three University lecturers delivered courses of lectures during the year. Professor Smithells, F.R S, of Leeds University, was appointed University lecturer in chemistry, Professor Ramsay Muir, of Liverpool University, in history, and Kanwar Dalip Singh, Bar.-at-Law, in political philosophy as prescribed for the M.A. examination in history. Professor Ramsay Muir's lectures, which drew large attendances, were followed with great interest, and he also presided at a conference of history lecturers employed in the various colleges. Professor Smithells advised on science teaching in schools as well as colleges, besides lecturing on behalf of the University. Particular stress was laid in his lectures on the practical applications of scientific theory, and in providing local illustrations he was able to enlist the aid of the Chief Malaria Medical Officer and other experts. The experiment of inviting professors from Universities in Europe to lecture during the cold weather was considered to have had most useful results, and it is to be repeated.

Among changes in the University system may be mentioned those relating to the tenure, number and value of University scholarships, which have been raised in amount and redistributed in consequence of the new mode of awarding Government scholarships. Extensions of affiliation were granted to various colleges in particular subjects. The degree of Doctor of Oriental Learning was conferred on the present Bishop of Calcutta and Metropolitan of

India, formerly Bishop of Lahore. The inspection of affiliated colleges was carried out as formerly, but it is proposed that inspections shall not in future be held annually in every case. The inspecting committee drew attention in their report to the growth of unwieldy college classes, numbering in some instances over 100 students, and urged the necessity of making individual tuition possible by limiting the numbers in certain classes. Grants for libraries and a development of inter-college lectures were also recommended. Other questions of importance in connection with the growth of colleges are those of improving the supervision of hostels and arranging for systematic medical inspection and physical culture as distinct from the athletic training of the few.

Secondary Education (Boys).

19. *Institutions and pupils.*—The number of secondary schools increased from 308 to 344, and that of the pupils in them from 92,815 to 97,570. Of the 36 newly recognised schools 9 were high, 20 Anglo-vernacular middle, and 7 vernacular middle. The distribution of the new schools by divisions is shown below :—

	High.	*A.-V. middle.*	*Ver. middle.*
Ambala ...	3	...	2
Jullundur ...	1	7	2
Lahore ...	3	6	...
Rawalpindi ...	2	...	2
Multan ...	1	6	1

It will be noticed that the largest increase was in Jullundur, where a number of previously unrecognised middle schools were brought on the departmental list. The Inspector reports that there are still 32 unrecognised schools with 3,465 pupils in the division, mostly in the Hoshiarpur, Ferozepore and Jullundur districts, and he has made endeavours to induce the managers of these schools to improve them so as to fulfil the conditions under which schools are recognised. A note on the subject is appended to this report (appendix A). There are obvious objections to a multiplication of struggling middle schools promoted by sectarian rivalry and bidding against each other for pupils, but this development is at present rare except in the districts referred to.

Among the newly recognised high schools were the Islamia schools at Ambala and Gujranwala, the Khalsa schools at Ambala and Sukho (Rawalpindi), the Arya schools at Amritsar and Hafizabad, and the Sanatan Dharm school at Rawalpindi. The activity shown by the Sikh community in starting new secondary schools has been particularly noticeable in recent years, and several such schools, *e.g.* at Amritsar, Kallar, and Kahuta, are qualifying for recognition. A similar Muhammadan movement is now on foot. The unprecedented increase in secondary schools which has taken place during the past year and is still in progress is not without its dangers, unless means can be adopted of ensuring that the education imparted in them is thorough and useful. Otherwise the prolongation of school life is liable to result in producing a number of half-educated and undisciplined youths who cannot find employment, and who have missed opportunities of being trained to avocations for which they are suited.

20. *Expenditure.*—The expenditure on secondary education increased by Rs. 2,35,688, all sources contributing to this. Rs. 61,602 more were spent from provincial revenues, mainly on high schools; Rs. 48,220 more from district funds, mainly on vernacular middle schools; the increase of fees, chiefly from Anglo-vernacular middle schools, was Rs. 56,177; and private sources contributed Rs. 62,252 more. Of the total expenditure in the case of English teaching secondary schools 60·5 per cent. was met from fees. The revised rates of grant now in force are considered by school managers to be sufficiently liberal, and this enhanced assistance, combined with the introduction of the higher scale of fees, has materially benefited school finance, and made it possible to

offer fairly adequate salaries to teachers in aided schools. Hence there has been a general rise in the average annual cost of education per pupil in secondary schools, which now stands at Rs. 44 in Government schools and nearly Rs. 30 in aided institutions, as compared with Rs. 40 and Rs. 26 only two years ago.

21. *Teachers.*—Exact statistics of the teachers employed in secondary schools for boys have not been supplied in all cases, but it is clear that there has been a large increase. Thus in the Ambala division the number rose from 568 to 641, of whom 377 had been trained. In the Lahore division 1,342 teachers were employed, of whom 817 had been trained. In Rawalpindi the number rose from 782 to 806, of whom 533 held certificates. In the Jullundur board schools, the Inspector says, there were only seven Anglo-vernacular teachers who were neither trained nor graduates, against 18 in the previous year. The Ambala Inspector says that the market rate of qualified teachers "is going up by leaps and bounds," and undoubtedly the rise in salaries is helping to popularise the profession; but the supply is still wholly inadequate to meet the demand. Provident funds for teachers are becoming more common: in the Ambala division they are said to exist almost everywhere.

22. *Instruction.*—The Lahore Inspector writes:—"The new curriculum with its shorter hours of work has brought welcome relief, especially to young pupils in the lower forms, and the half-holiday on Saturdays is much appreciated. As regards instruction, studies are still too bookish, and too little is done to encourage independent observation, the cultivation of the memory being more aimed at than observation, and literal reproduction than a practical grasp. Nevertheless work is improving, and the teaching of English is becoming more efficient". In the Multan division "the introduction of the revised scheme of studies has stimulated the teaching of Indian vernaculars in the secondary classes of Anglo-vernacular schools—a welcome result. The appointment of an expert in drawing in the Central Training College, Lahore, and of an assistant inspector entrusted, in conjunction with the inspector of schools, with the supervision of science teaching in high schools in the province is an important measure of reform, likely to be productive of good results. English teaching in schools receives greater attention; conversational method is given due prominence. The rational teaching of other subjects is more or less kept in view. The training in mathematics and geography is believed to be given on improved lines." The Jullundur Inspector has been trying to encourage originality and initiative in the framing of syllabuses, especially with a view to local conditions, but so far he has met with little success. Instruction in drawing is being added by degrees to school curricula.

23. *Buildings.*—The liberal grants assigned by the Government of India for this purpose have had material results throughout the province, and all the inspectors have given long lists of buildings newly erected or improved. The new Government school buildings at Jullundur, Dharmsala, Gujrat and Campbellpur are already in use; new buildings for Government schools are in course of erection at Hoshiarpur, Lyallpur, and Dera Ghazi Khan, and blocks of class rooms or hostels have been built at Rawalpindi, Mianwali, Jhelum, Rohtak, and Rewari, while schemes are being prepared for new buildings at Gurdaspur, Gujranwala, Jhang, Multan, Muzaffargarh and elsewhere. The Punjab will shortly be equipped with a set of Government high school buildings which should challenge comparison with those of any other province. Among aided schools the buildings of the Mission high schools at Multan and Gujranwala were completed and occupied during the year, and many large schemes were taken in hand elsewhere. Board schools received an ample share of the grants and were improved throughout the province: thus the Ambala Inspector mentions the erection of six hostels in connection with vernacular middle schools, besides the extension of several others.

24. *Private enterprise.*—The public zeal for education was manifested during the year not merely in the opening of schools by private agency, but in liberal donations and subscriptions. In Ambala Lala Benarsi Das started a high school at his own expense, endowing it with a sum of Rs. 1,50,000,

Rs. 19,000 were subscribed in Gujrat for founding a zamindars' high school, and Rs. 12,000, with more to follow, for an Islamia high school in Mianwali. Gifts of land have been numerous; scholarships and medals have been founded; and donations have been made for the purpose of raising the grade of schools, or adding English to the instruction.

25. *Hostels.*—Forty new hostels were opened, and the number of pupils in secondary schools residing in hostels increased from 12,699 to 13,555. Hostel buildings have been improved and extended, but supervision is often weak owing to ill-paid and incompetent superintendents being employed. The Ambala Inspector taxes the Ambala district board with making a profit out of its school hostels. "Allowances", he adds, "are regulated in the Rohtak district by paying Rs. 5 for boarders up to 25, and Re. 1 for every additional 5, or fraction of 5. In other districts these allowances are only nominal. It has not yet been realised by any of the boards that the post of a superintendent of a boarding-house is one of great responsibility, and that only teachers of suitable age and character should be put in charge of boarding-houses, if character-forming is to be the chief aim of them." A liberal scale of allowances has recently been sanctioned for the superintendents of the hostels attached to Government high schools, in order, if possible, to obtain the services of senior teachers for this duty.

26. *Conduct, discipline, etc.*—Along with the numerical increase of schools and scholars the Lahore Inspector notices a growing restlessness and disregard for authority, manifested by strikes, and a tendency to change from school to school if promotion is refused or punishment inflicted. This is attributable to the dearth of strong headmasters and to weakness, or disloyalty to school interests, on the part of subordinate teachers. The personal example of the teacher, the Ambala Inspector says, "is perhaps the greatest factor in moral training, and this is mostly absent in our schools because on account of the dearth of teachers no selection is possible, and any teachers available have to be employed." Also dirty habits and the use of bad language are said to be far too common. As to the measures adopted to instil a sense of duty and ideals of conduct, apart from the enforcement of ordinary school discipline, the Ambala Inspector, Lala Jugal Kishore, has much to say:—"In India moral training is bound up with religious teaching, and any system divorced from this can hardly be successful. Religious teaching in board and government schools is not permitted within school hours, and no advantage has been taken by the people of the permissive nature of the rules allowing religious instruction out of school hours. The denominational schools teach moral doctrines from religious books in the period set apart for the purpose; and the Khalsa Young Men's Association and the Arya Kumar Sabha, Ambala City, are other prominent factors in this direction. All the schools begin their work with a prayer and encourage moral discourses in teachers' and students' meetings. The text-books are interspersed with moral lessons, and they are taken advantage of and impressed on the boys where the teachers are careful. Mottoes on moral subjects are displayed on the walls of school and boarding-houses. Quarterly reports are sent by some schools for the information of guardians. Moral delinquencies are dealt with suitably. Any corporal punishment given is reported to parents or guardians. Good behaviour is encouraged by words of praise and occasionally by the award of prizes. The co-operation of the parents is sought and they are asked to attend prize-givings. Good conduct registers are maintained. Sunday moral discourses are given in the boarding-house of the Benarsi Das High School, Ambala Cantonment. On the whole, I am glad to report some improvement in the morals of our boys. The subject is always kept to the fore, and no occasion is let slip by the inspecting officers to insist on its importance." Direct moral instruction is sometimes attempted, and the practice of beginning school with prayer is common, but the Lahore Inspector speaks of a want of reverence on such occasions. One obstacle, he says, to harmony within the schools is the influence exerted by party feeling outside—"the ever-present Hindu-Muhammadan question and communal feeling, and the inevitable pressure brought to bear by the influential when

school and personal interests clash." Similarly the Multan Inspector refers to "external disturbing influences" as a hindrance to discipline. Some religious teaching was experimentally introduced in the board middle schools in the Lyallpur district, but the success achieved was by no means encouraging. It is safe to conclude that all devices to inculcate morality in schools are liable to miss their aim unless the teachers are men of high character who realise their responsibilities: given this factor, the rest follows.

27. *Physical training, etc.*—Instruction in drill and gymnastics continued to form part of the curriculum of secondary schools, and district and divisional tournaments were held. Some doubt has been expressed as to the desirability of school athletic tournaments, but the body of opinion favours their retention, and they at least serve a useful purpose as social gatherings, even if occasional friction results. The medical inspection of scholars, although not as yet regularly organised, is becoming more general, and there is an ambulance corps in the Government High School, Amritsar.

Primary Education (Boys).

28. *Institutions and pupils.*—The number of primary schools for boys increased from 3,686 to 4,154, *i.e.* by 468. This represents an average annual rate of progress of 17 schools per district, excluding Simla; although owing to local circumstances the increase was by no means so uniformly distributed as the calculation might imply. The districts in which most schools were opened were Shahpur (76), Sialkot (37), and Gujranwala (33). 270 new board schools were added, of which 123 were upper primary: of the 135 new aided schools nearly all were upper primary. The theory that there should be central upper primary schools surrounded by lower primary branches does not find favour in this province: the demand is everywhere for a complete primary school, and for a board school in preference to an aided one. Consequently lower primary schools are, as a rule, schools in a transition stage.

The increase of pupils was 16,070 in the case of board schools, and 22,877 altogether The corresponding figure in the previous year was 18,060. The acceleration in the rate of progress may be judged from the fact that the increase during the past two years has already outstripped the increase recorded for either of the quinquennial periods 1902—1907 and 1907—1912.

The following figures show the increase of institutions and pupils in each division:—

Division.	*Institutions.*	*Pupils.*
Ambala	65	4,049
Jullundur	77	3,174
Lahore	108	7,432
Rawalpindi	147	5,358
Multan	71	2,864

There has been a satisfactory addition to the number of agriculturists' children at school: the proportion of such children varies from 36 per cent. in the Lahore division to 57 per cent. in Jullundur. In the latter division, where the number of pupils has not risen at the same rate as in the previous year, notwithstanding a larger increase of schools, the Inspector says that a policy has been followed of "restricting numbers to reasonable limits and supplementing staff on a fixed ratio of teachers to pupils, and improving buildings of existing schools, before undertaking a marked extension of primary education. In board schools the ratio of pupils to teachers, 36 to 1 in the last quinquennium, is now 32 to 1. Internally, therefore, marked progress has already been made towards greater efficiency, as distinct from quantity, in board school education. Meantime the new rates of grant have combined with popular demand to encourage a large increase in the so-called indigenous type of school, many of which have improved up to grant-

in-aid standard." The Ambala and Multan Inspectors also refer to the effect of the new rates of grants in increasing the number of elementary schools. "It is a hopeful sign," the Lahore Inspector says, "that all communities, Hindu, Sikh and Muhammadan, in this division have begun to open elementary schools, and local bodies are never slow to subsidise them."

29. *Expenditure.*—The direct expenditure from all sources on primary schools increased by Rs. 1,73,949 to Rs. 11,79,364. There was a slight increase in fee-receipts, but virtually the whole of the extra expenditure was borne by district funds, with the aid of the new grants. It is satisfactory to find that the amount paid by the district boards in grants-in-aid to primary or elementary schools for boys rose from Rs. 64,679 to Rs. 89,623, showing that in addition to the opening of board schools private enterprise is receiving proportionate encouragement. Ten years ago the amount paid in this way was only Rs. 28,627.

In this connection it may be mentioned that a further step towards free primary education was taken during the year, by raising the authorised proportion of non-agriculturist pupils who can be exempted from fees on account of poverty to 25 per cent. of the total number. Thus in an average country school where at least half of the pupils are children of agriculturists or village *kamins*, and as such exempted from payment, fees (which range from one anna to five annas per month) would be charged in the case of only a quarter of the children in attendance, so that the local contribution to the cost of the school would be trifling.

30. *Teachers.*—The number of teachers employed in primary schools, for girls as well as boys, is shown in Table IX appended to this report, and the figures will serve to give a general idea of the progress achieved. In 1912-13 there were 6,916 vernacular teachers employed in primary schools, of whom 3,040 were trained, while in 1913-14 there were 8,057 such teachers, of whom 3,597 were trained—that is to say, notwithstanding an increase of over 1,000 teachers, the proportion of trained teachers to the total improved. The minimum rates of Rs. 12 per mensem for an assistant and Rs. 15 for a head teacher are everywhere in force (in the Multan division the maximum pay is Rs. 30); progressive pay and personal allowances have been introduced in some districts; postal allowances of varying amounts are paid in many cases; and teachers are given the benefit of provident funds. As a result the teacher's calling has become popular, and there is no lack of candidates for admission to the Normal schools and training classes.

31. *Instruction.*—The new curriculum for primary schools seems to be generally approved. "Its distinctive features," the Multan Inspector says, "the combination of literary training with practical instruction in a simplified form in certain subjects, seem to suit the needs of the village population." Practical mensuration, *bahi khata*, geography and nature lessons are, as usual, reported to be weak features of the teaching, but there is said to be improvement in reading, writing and arithmetic, the staple of primary education. Persian, which figured in the course of studies for village schools up to the issue of a separate rural school curriculum some ten years ago, is now entirely omitted except where there is a definite local demand for it. Its retention, which was a survival from the time when Persian was the official language of the Punjab, could only be vindicated at the present time by linguistic considerations which do not apply to elementary schools for villagers' children. The school vernacular is almost universally Urdu, but there are 117 Gurmukhi schools, with 3,788 pupils, chiefly in the Amritsar, Lyallpur and Jhang districts. It is interesting to note that while Urdu, the language of the courts, is accepted as the most suitable vernacular for boys' schools, Gurmukhi girls' schools (265, with 14,187 pupils) show an increase in number and enrolment.

An obstacle of long standing to the extension of primary education among agriculturists has been the difficulty of adapting it to the pupil's environment, *i.e.* of arranging that school does not withdraw him from rural occupations and the ordinary life of village children, and thus convert him into an

artificial product—a hot-house plant. A common criticism, for instance, is that setting aside the question whether a boy can be spared from field work, schooling actually unfits him for it. "Ninety-nine zamindars out of a hundred", the Deputy Commissioner of Hissar remarks, "will tell you that education spoils boys for zamindari work, and that sitting all day in a school poring over books makes them weak and physically disinclined for outdoor work in the fields." Similarly I have heard it objected that if a boy acquires habits of neatness and cleanliness in school, he will become unwilling to dirty his hands and clothes by working on the land. The notion is still prevalent that education is a forcing process to which only the few need be subjected, with a view to obtaining posts for which literacy is a qualification; and parents and teachers combine to foster this belief by consigning boys to school for practically the whole of the working day. The difficulty is certainly not to be overcome by well-meant attempts to make agriculture a school subject of instruction, or by establishing a separate class of half-time zamindari schools which deprive the agriculturist's son of an opportunity of carrying his studies further. Better-organised teaching and shorter hours seem to be the only remedy. Mr. Wyatt, the Jullundur Inspector, has devoted much attention to the question, and has endeavoured to frame village school time-tables in which the work is distributed on the most economical lines He writes:—

"The shortened time-table introduced in the Hoshiarpur district in 1912, with the object of giving time for field work to agriculturists' children, and of improving the intellectual and physical results of a pupil's school occupations by reducing sedentariness and concentrating attention upon study, instead of dispersing it throughout the day, at school, was found sufficiently successful to justify its adoption in other districts of the division; and recommendations based upon the experience so far gained have been circulated throughout the province. The main difficulty was found to be the conservatism of teachers and people, the former disliking to be tied to times and to have to keep a school clock, the latter having come to regard the school as a kind of advanced nursery where children could be disposed of for most of the day—an attitude that has unfortunately become so traditional that the purposes of a school as a school have largely been lost sight of. It will take time, and need careful explanation on the part of inspecting officers, for the new idea to gain ground that out-of-school and in-school occupations are complementary, and that a boy loses mentally and physically and so educationally where one part of the whole is in disproportion to the other. The shortened time-table is only a belated measure of readjustment; and it remains with inspecting officers and parents to see that the spare hours of children are not wasted in doing nothing, but are spent, as they were spent in times gone by, in assisting their fathers in field or shop". Similar experiments were made in the Ambala division, and Khan Bahadur Umr-ud-din, the Rawalpindi Inspector, issued instructions to primary school teachers enjoining them not to exceed the teaching hours fixed in the departmental scheme of studies, so that the children might be released from school in time to be able to help in their parents' occupations. "This will remove", he says, "the general complaint of the agriculturists that their sons after finishing the primary school course become unfit to do agricultural work". Rai Bahadur Sundar Das, Suri, the Multan Inspector, is less confident on the point.

The departmental examination formerly held at the conclusion of the primary course was discontinued some years ago, and examinations and promotions are now left to the discretion of teachers, subject to the check of the district inspecting officers. To render this check effective, a further addition to the inspecting staff is greatly needed: thus in the Lyallpur district as many as 109 schools were only visited once during the year.

32. *Buildings.*—A large number of primary school buildings were erected throughout the province with the aid of the imperial grants: 29 in the Ambala division, 50 in Jullundur, 29 in Lahore, 20 in Rawalpindi and 38 in Multan. Numerous schoolhouses were also extended. An indefinite amount of money could be spent on building village schoolhouses, but the tendency of the boards to erect needlessly expensive buildings for the purpose is again to be deprecated. What is required for a small village school is some form of

open airy shelter, which need not cost much, supplemented by a shady tree if possible. Such repairs as are needed should be carried out by local agency, as is already the practice in some districts. The position at present can hardly be described as satisfactory; a few comparatively expensive buildings are erected, while in many places, as the Lahore Inspector says, "classes are held in private houses where boys are huddled together like sheep in a pen and can hardly breathe." The Jullundur Inspector has some interesting remarks on this subject. "The question of the building appropriate to a village primary school," he says, "has been much discussed during the year, and is the subject of much difference of opinion, varying from the view which regards a shady tree as a suitable sitting place for primary classes, to one which would add to well-ventilated class-rooms a verandah, a store-room, a water-room, a house for the teacher, and a compound with a well and a wall. In the Hoshiarpur district three standard plans, according to the number of pupils, were drawn up, for substantial buildings to cost some Rs. 2,000, Rs. 3,000 and Rs. 4,400, respectively; and one or two of these expensive buildings have been erected. In Ferozepore, on the other hand, many buildings have cost hardly Rs. 1,000 and consist of a single room with a small *kothri* attached and a verandah. In Jullundur and Ludhiana buildings have been put up costing Rs. 4,000 and in one case Rs. 8,500. There is of course a difference between a primary school which is likely soon to develop a middle department and one in a thinly-peopled area which will never attract a large attendance, and for the former case a row of separate class-rooms may be justifiable. But there is something to be said for the view that in ordinary cases a shady tree and a light shelter against rain, with a *kothri* for apparatus, would be enough for the present, and save a lot of money for other educational uses, and Hoshiarpur has already begun reducing its ambitions to a class-room and a deep verandah, with a godown, at Rs. 2,000. The Kangra standard schoolhouse, a large room, with a deep verandah, and three *kothris* for teacher, cookroom, and godown, costs about Rs. 2,400, and, being built of stone, has an attractive and substantial appearance. Theoretically it is not quite fair to put up a costly building at the expense of the public at A, and in consequence to delay a building for the equally clamorous and equally taxed population of B."

The inspectors' reports mention numerous gifts of land and loans of houses for school purposes In the Lyallpur district Rs. 12,000 were subscribed by the people towards the cost of 24 new school buildings. Even gifts of land, however, have occasional drawbacks. In a paper contributed to the *Punjab Educational Journal* by Bhai Hari Singh, an Assistant Inspector of long experience, the choice of unsuitable positions for village schools is strongly animadverted on, and the writer concludes by saying:—'Why, then, do boards and managers build houses on insanitary sites? The question has a definite answer. The site for a schoolhouse is, as a rule, provided by the village people free of cost. They find it convenient to give a useless part of the village common (*shamilat*) lying near their outer cattle enclosures and ponds, and here the matter ends." It is desirable that local bodies should take expert medical opinion before deciding on sites for school buildings, and endeavours might be made to secure sites well outside the villages, even if some local opposition has to be overcome.

33. *Village school committees*—In places where such committees have been appointed they are usually reported to exist only in name. The cause may partly be that definite duties are not assigned to them. The object of forming school committees is that the school should be regarded as an asset of the village, for the success of which the residents are in some measure responsible. It is not intended that they should control the teacher in technical details which are best left to the decision of experts, but there are other matters in which their assistance should be valuable. It is satisfactory, therefore, to hear that in the Amritsar district these committees are beginning to prove of use: they are responsible for keeping the schoolhouses in repair, help the teachers to secure regular attendance, and bring urgent needs to the notice of the authorities. Over a hundred school committees are said to exist in the district, and the Deputy Commissioner is hopeful of their future.

Training of Teachers.

34. The total number of men students in training institutions for teachers increased from 1,048 to 1,223. Five years ago, in 1908-09, it was only 633.

35. *Central Training College.*—The number of applicants for admission to the college was larger than in any previous year. It included about 100 graduates, 53 men eligible for admission to the Senior Anglo-vernacular class, and over 200 who had passed the F. A. or the Matriculation examination. An admission examination was held, as a result of which 72 students were admitted to the B. T. class, 47 to the Senior Anglo-vernacular, and 66 to one or other of the sections of the Junior Anglo-vernacular. 86 previously selected students were also admitted to the Senior Vernacular class. Thus the number of new admissions was 271, exclusive of 39 students already on the rolls The number on the rolls at the end of the year was 303, against 276 last year. The B. T. class included three M. A.'s and one lady who had passed the B. A. examination of the Calcutta University in the 1st division.

Of the total number of students 232 were college stipendiaries, 8 inspectors' stipendiaries, 4 were teachers sent from the North-West Frontier Province, 20 were Khalsa Diwan stipendiaries, 18 were sent from Native States, and 21 were non-stipendiaries. The number of Muhammadan students increased to 85: the smallness of the proportion is partly due to the fact that many Hindu and Sikh students were sent by Native States and by the Chief Khalsa Diwan

The total expenditure during the year was Rs. 98,383 against Rs. 83,423 in the previous year, and the cost per student was Rs. 324 against Rs. 302. The increase was partly due to the appointment of a special instructor in drawing and manual training, whose services, however, are being utilised for the province generally; and partly to miscellaneous improvements.

Owing to the rise in the number of students in the boarding-house to 238, it was found necessary to increase the accommodation, and two houses on the Bradlaugh Hall estate were rented as branch boarding-houses This arrangement was not found to be satisfactory, owing to the difficulty of supervising detached hostels. The Principal refers to the proximity of the Bradlaugh Hall as "both a danger and a nuisance to the college. Either the men are having political agitation thrown at their heads, or their studies are nightly disturbed by noisy theatrical companies."

The results of the examinations were good. The percentage of passes in the B.T. examination was 87, in the Senior Anglo-vernacular 83, in the Junior Anglo-vernacular 89 and in the Senior Vernacular 95. The college presented 244 candidates for these examinations, out of whom 219 passed. Employment was easily obtained, the demand for trained teachers being in excess of the supply. Most of the Bachelors of Teaching secured posts on salaries of Rs. 100 per mensem and over; holders of Senior Anglo-vernacular certificates obtained Rs. 70 to Rs. 80, and those with Junior Anglo-vernacular certificates Rs. 40 to Rs. 50. These rates, it may be added, are higher than the salaries at present offered in Government service, where the initial rates in the case of the three classes of teachers referred to are Rs. 75, Rs. 55, and Rs. 35 per mensem, respectively.

The theoretical training continued on the same lines as in former years. The practical training was made more thorough by deputing students to the various Lahore schools, where they carried on the work of the schools for a fortnight under the supervision of the college staff. The managers and teachers of the schools co-operated to make the experiment a success, and it was considered to be of benefit to the school pupils as well as to the students of the college.

Another new departure was a course of lectures to teachers delivered by Professor Smithells on science teaching in schools, supplemented by labora-

tory instruction. Major Perry and Captain Gill, I.M.S., lectured on malaria in connection with this course, which was attended by about twenty science masters from the principal schools in the province. Professor Smithells' kindness in consenting to deliver these lectures, which were most interesting and valuable, was much appreciated.

Courses of instruction in drawing were given at Lahore and Amritsar by Mr. Buchanan to teachers employed in the principal schools. Mr. Buchanan was chiefly occupied during the year with instructing teachers in the Mayo School of Art and the Training College. The teaching of drawing has been vivified by the inclusion of colour study, mass drawing, and light and shade drawing from manufactured and natural objects, both in black and white and in colour. Blackboard drawing has greatly improved. An exhibition of students' work was held at the close of the year, which was visited by a number of teachers and others. Manual work was compulsory for the Senior Anglo-vernacular class, and some 20 men in the B. T. class were given permission to take it up. "I feel sure," the Principal says, "that we have in manual training a powerful lever by means of which we shall be able to raise the young people of the province to a sense of the honour and dignity of well-applied manual labour."

Of the general tone of the college the Principal speaks with some doubt The students are divided into groups, for each of which a member of the staff is responsible, and there are frequent opportunities of intercourse between teachers and taught But the period of training—only nine months in most cases—is so short, and the number of students has so greatly increased, that it is difficult, he says, to get to know and influence the men individually. In this I entirely agree. Owing to stress of circumstances the Training College with its four sections has been obliged to expand to unwieldy proportions, beyond the power of the staff to cope with, and in a degree which renders it difficult or impossible to arrange for sufficient practical training. Even if it were advisable that all forms of training for teachers of secondary schools in the province should be centralised in one institution, the circumstances of the Training College are peculiarly unfavourable to expansion, as it is hemmed in on all sides and possesses no playing-fields or space for new buildings such as hostels and staff residences; while land in the vicinity is only procurable at a cost which is virtually prohibitive. The scope of the college might well be confined in future to the training of graduates and to such special forms of training as can be most advantageously given at Lahore, *e.g.* that of teachers of Oriental languages or of instructors in drawing and manual training The establishment of a second training college for junior teachers in secondary schools is, in my opinion, one of the greatest educational needs of the province at present, and it is hoped soon to take in hand the scheme to found such a college at Jullundur, which seems as suitable a place for it as could be chosen.

35. *Normal schools for men*—A sixth Normal school came into existence at Lyallpur from the beginning of the year, and the hostel of the Jullundur school was extended so as to accommodate fifteen additional students. The number of students under training in these institutions at the close of the year was 497, or 75 more than in the preceding year, and the total expenditure amounted to Rs. 90,750, or Rs. 183 per student. The examination results were again very satisfactory, 424 passing out of 497 candidates presented. The highest percentage, 93·8, was obtained by the Multan school. The output of teachers trained in Normal schools has more than doubled in the last few years. The training followed the same lines as formerly, and the schools have been favourably reported on, although there is a tendency to make specimen lessons too mechanical and artificial. Physical training continues to be attended to, and an annual tournament of Normal schools is held at Lahore. The students are periodically weighed and measured, and their sight tested. Special credit is due to Lala Sukh Dyal, headmaster of the Normal school at Lyallpur, for bringing this new institution into efficiency. Since the close of the year a seventh Normal school has been opened at Karnal.

37. *Training classes for men.*—A number of training classes for teachers of elementary or lower primary schools have been conducted as formerly in connection with vernacular middle and other secondary schools at various centres. The training lasts from six to nine months. In the Ambala division such classes have supplied 123 teachers during the last two or three years, and in Jullundur 158. In the Lahore division the yearly outturn is from 150 to 200, and thirteen classes were in existence during the year under report. In Multan 60 teachers qualified. The general opinion is that these local training classes are a most useful adjunct to the Normal schools, and their cost is trifling in comparison. The defect of Normal school training, as the Jullundur Inspector points out, is that it is liable to become artificial: the students have few opportunities of putting theories into practice under the conditions which they will afterwards have to face.

Grants at the rate of Rs. 50 per student and upwards, according to the length of the training, are made from provincial revenues for the maintenance of training classes, and special grants are also sanctioned for the provision of class-rooms and dormitories. Private managers as well as local bodies are eligible for grants on this account. Thus missionary societies have availed themselves of grants to start training classes at Sialkot and Clarkabad.

38. *Training of women teachers.*—The number of students in the Normal School for women, Lahore, rose from 35 to 64, of whom 44 were boarders. The women come from all parts of the province, except a few outlying districts. Three senior and five junior students obtained certificates, out of 13 candidates presented. The building, which has the advantage of the vicinity of the Victoria School for practising purposes, is in other respects unsuitable and inadequate for the present number of students; the rooms are low and ill-ventilated, and there is no space for recreation and exercise. But there seems to be no means of obtaining better accommodation without building a new Normal school outside the city, and if this were done, the want of a practising school of sufficient size would be a difficulty. Under the existing conditions the training necessarily loses much of its value, but Miss Must and her staff have done their best to make it effective. As to other forms of training the Chief Inspectress writes:—"There are training classes at Amritsar, Sialkot and Gujranwala, from which 15 Senior Vernacular and 12 Junior Vernacular candidates took the examination this year. The girls now sent out to schools are well equipped for their profession and with few exceptions do conscientious and regular work. They command very good salaries, especially in the aided schools. The training class for village teachers started last year in Clarkabad has not been successful: there were no candidates for examination this year. For Anglo-vernacular teachers there is a very good class for both Christian and non-Christian girls at the Kinnaird High School, Lahore. This year three candidates were trained. There are still far too few Anglo-vernacular teachers to meet the demand, as the majority of these girls marry young."

39. *Training institutions for Europeans.*—The training class for men at Sanawar had 16 students in residence during the year. Five were from the Punjab, five from the United Provinces, and two from Madras, Bengal, Burma, Bombay and the Central Provinces each contributed one. At the opening of the 1914 session the Punjab was represented by only two students. Both the Superintendent and the Master in charge remark a deterioration in the physique and attainments of the students now being sent. "I suspect," the latter observes, "that students are not interviewed in some provinces, but are sent on the strength of written testimonials. If this is not the case, the European standard must vary remarkably in the different provinces. Further, medical officers seem incompetent to judge of physical fitness for the life of a teacher. Last year a case of tuberculosis was sent to us as fit. This year a man who is stone-deaf has come. Naturally he is not a great success as a disciplinarian. Another has suffered from paralysis."

Latin has been dropped from the syllabus of study, as sufficient progress could not be made in the time devoted to it, and other changes are about to be introduced. Mr. Barne favours a three-year course and a higher standard for

the diploma. The students on passing out of the class had no difficulty in securing posts. 71 students have now been admitted since the establishment of the class : of these 46 are teaching, and 16 are being trained : only five have left the profession. A scheme for a new building outside the school premises is under consideration : the building now in use is unsuitable and in disrepair, and the site is required for the purposes of the Asylum. A recommendation has been made to Government that the cost of the institution should be met from imperial revenues, as it is maintained largely for the benefit of other provinces.

There were 32 women students at St. Bede's College, Simla, of whom 26 were from the Punjab. 17 were presented for the teachers' certificate examination, of whom 16 passed. All except one obtained teaching posts.

Professional, Technical, and Industrial Education.

40. *Professional institutions.*—The institutions for professional education which are controlled by other departments of Government need only a brief notice in this report. Admissions to the Medical College showed an increase, particularly in the case of military pupils. The results of examinations were excellent, and the students from the Women's Christian Medical College at Ludhiana did exceptionally well. A strike of college students, which was subsequently enquired into by a special committee appointed by Government, was an unfortunate feature of the year. Sanction to building improvements under the King Edward Memorial scheme was awaited.

The Yunani classes at the Islamia College, Lahore, and the Vedic classes at the D. A.-V. College each had 43 students on the rolls, but the average attendance in the former case was only 18. The Women's Christian Medical College at Ludhiana continues to develop.

The demand for admission to the Veterinary College was very great, and good candidates had to be refused admission. The supply of trained men is wholly inadequate to meet the demand for them from various quarters, and the Principal advocates the establishment of another college. The new buildings were in course of erection.

At the opening of the Agricultural College session in July, 1913, there were 25 students in the diploma classes, but no students joined the first year class, although seven scholarships had been awarded in May to applicants. The question of altering the course in agricultural colleges was discussed in a general conference at Coimbatore, and a new syllabus for the Lyallpur College was subsequently drawn up, which it is hoped will prove more attractive. Fifteen other students took a vernacular course in practical agriculture. The Principal considered them superior to the students of the previous year, and of a type likely to benefit from the instruction. A short course of special instruction was attended by four Assistant Commissioners and the new Deputy Director of Agriculture, Sardar Darshan Singh. Nine out of ten diploma candidates were successful; no first class diploma was awarded, although the general standard was fair. Quarters were built for seven members of the staff, and improvements were made to the buildings.

The School of Engineering at Rasul, which admits 50 students annually for a course of two years, is growing in popularity, and there is keen competition for admission. It had been arranged to start mechanical and motor engineering classes, but subsequently this intention was abandoned. The training is thoroughly practical. Apparatus and fittings were manufactured in the school workshops, some outside orders being also executed. In the final examination only three out of 46 second year students failed to get certificates. The 51 students who qualified last year are mostly employed in the Punjab : others are in the United Provinces and Central Provinces, and their work has been favourably reported on. In the Engineering Department of the D. A.-V. College there were 44 students, about the same number as in the previous year.

The Hindu Technical Institute at Lahore continued to provide a useful practical training for Hindu and Sikh students, chiefly in mechanical engineering. Most of the students who completed the course obtained well-paid employment.

In the Law College, which is controlled by the University, the number of students fell from 164 to 112, owing to the discontinuance of the vernacular class and the restriction of the number of pleaders. The college was moved into the building purchased by the University from the Convent. The staff consists of the Principal and two law lecturers, and there are two classes.

41. *Industrial training.*—In the Mayo School of Art the number of students rose from 231 to 243, of whom 136 were Muhammadans, 65 Hindus, 26 Sikhs, and 16 Christians. The Principal, Sardar Bahadur Ram Singh, M.V.O., retired from service in October, 1913. He was one of the first students to join the School of Art in 1873, and was appointed to the staff ten years later, becoming Principal in 1910. Sardar Bahadur Ram Singh's talents are widely known, and his long and honourable career is one for the students of the school to emulate. Mr. Heath succeeded to the principalship, and Munshi Sher Muhammad became Vice-Principal, Mr. S. N. Gupta, who received his training at the Calcutta School of Art, being appointed Assistant Principal, and M. Feroz-ud-din head of the photo-lithographic department. Many changes were carried out during the year. The Principal writes :—"I am pleased to be able to say that the development scheme which I proposed two years ago with a view to bringing the work of the school into closer touch with the requirements and present conditions of the crafts of the Punjab has received a full measure of support from Government. To ensure greater ability in the teaching staff, coupled with keenness, the first requirement under the scheme was improvement in the pay of some of the teaching staff. To those members of the staff who were underpaid and were of approved ability increased and incremental pay was sanctioned. The second requirement was the appointment of a number of non-pensionable teaching mistris on comparatively high incremental pay, so as to ensure the maintenance of keen efficient teachers. This principle received sanction, but incremental pay was not agreed to. If, as I confidently hope, the scheme proves successful in producing better trained and more highly qualified craftsmen, Government may see its way to converting the initial pay of these teachers into incremental pay. The new workshop buildings have been completed, and a good deal of the fitting of machinery, shafting, etc., has been done, but owing to the delay in obtaining the required types of machines and to the breakage of others in transit it will not be possible for them to be in full work till next cold weather. The new photo-lithography and colour-printing studio was opened for the admission of students on January the 2nd, 1914; the first year's course of plain photography has been started, all the presses etc. having been obtained for the different processes, and the fittings of the whole department have been made by school mistris and students. The number of students admitted is satisfactory."

The course in drawing has been remodelled, the students being given actual objects to draw from instead of charts. A series of lectures on modern methods of teaching drawing was delivered by Mr. Buchanan. With the object of obtaining more intelligent craft teachers, boys are now trained from the start to do work to accurate measurements and from sketches; they are also taught the application of their early exercises, whether in carpentry or carving, to the making or decorating of actual objects to be made in more advanced classes, and each craft student is given a course of scale drawing and practical design as applied to his craft, using Indian designs for inspiration where applicable. 44 students left the school during the year, of whom 29 are known to have obtained employment on salaries ranging from Rs. 25 to Rs. 60 per mensem. 19 industrial institutions were inspected by the Principal and the Vice-Principal, in addition to their ordinary duties. A show-room has been opened for the exhibition of samples of craft-work done in the school. The institution is now entering on a larger career of usefulness, and it is hoped that it will exert an increasing influence on the crafts and industries of the province.

42. The number of industrial schools in the province increased from 18, with 1,767 pupils, to 24, with 2,249 pupils. In the Ambala division there are board industrial schools at Hissar, Rohtak, and Rewari, in which carpentry, smithy, weaving, and tailoring are taught. There are also aided schools at Gurgaon, Salamatpur, and Bhiwani; and five ordinary schools have industrial classes attached. In the Jullundur division there is a board industrial school at Ludhiana, and industrial classes, with an attendance of 40, have been started at the Government High School, Ferozepore. Steps have been taken, the Inspector says, to place the classes in carpentry attached to the middle and primary schools in the Ferozepore district upon a systematic footing, and arrangements are being made to open classes on similar lines in other districts. In the Lahore division a board industrial school was opened at Kasur, and a Mission industrial school for girls at Clarkabad. New machinery has been supplied to the Railway Technical School, Lahore, and more specialised courses of training are being introduced. In the Rawalpindi division three board industrial schools were opened, at Kala Bagh (Mianwali), Kot Fateh Khan (Attock) and Gujar Khan (Rawalpindi). In the Multan division board industrial schools were added at Multan and Lyallpur: schools already exist at Muzaffargarh, Dera Ghazi Khan, Jhang, and Chiniot. It will thus be seen that there has been a considerable expansion of industrial training, but the movement is hampered by the lack of competent teachers, whom it will be the function of the Mayo School of Art, when fully reorganised, to supply. Revised courses of training in industrial work are being prepared, and the schools are regularly inspected on their industrial side. These institutions, it should be understood, are not places where experiments are made in introducing new methods of industry, as is sometimes supposed: they are merely schools where manual training goes hand in hand with general education, and as such they have a general value apart from their practical utility in augmenting the supply of trained craftsmen.

The Reformatory School, Delhi, is mainly an industrial school. There were 139 pupils on the rolls, a decrease of three. The number of Mallahs now in the school is 15, all belonging to a group of villages in the Palwal tahsil of the Gurgaon district. Only 18 punishments were inflicted, and the conduct of the boys was generally good. The allowance system works well, but in one or two cases the discharged pupils preferred to forego their allowances and sever all connection with the Reformatory. 64 out of 78 boys who have left the school are known to be earning honest livelihoods; few, however, follow the industries they learnt at school, except agriculture. The pupils receive moral instruction, and the teachers associate with them freely out of school hours. Games, including cricket, are popular.

In the school for the blind attached to the Railway Technical School, where cane-work is taught in addition to reading by the Braille system, there were 14 pupils. In this connection it may be mentioned that with the aid of a grant from Government an experimental school for the deaf and dumb has been opened in Lahore. The school is under the management of a committee, and the teacher, Mr. Chatterjee, has received special training at Madras for the purpose.

43. *Clerical and commercial training.*—The Government Clerical and Commercial School, Amritsar, had 59 students on its rolls against 88 in the previous year. The Lahore Inspector notes that the general attainments of the boys do not seem sufficient to serve as a basis for a proper commercial education. Similar training is given in special classes attached to the Government schools at Lahore and Delhi, and in the evening continuation classes conducted at Lahore by the Young Men's Christian Association and Young Women's Christian Association. There were 45 and 46 students respectively on the rolls of the latter institutions. Two private commercial schools have been opened in Lahore, in which book-keeping and typewriting are taught. Arrangements were made as previously to hold the London Chamber of Commerce examinations in Lahore, and a fair number of candidates from the various classes presented themselves.

A special grant was given in February and March to the Young Men's Christian Association to enable them to engage the services of an expert, Mr. Hume, to survey the field of work and report on the possibilities of developing clerical and commercial training. Mr. Hume, who had had previous experience of educational work of this kind in Europe and America, interviewed employers and submitted a valuable report, the general purport of which was that while the time has not come for establishing an ambitious commercial college, as has been suggested in the past, experiments might be made in certain special directions, all such specialised instruction being based on improvement in the teaching of English.

Education of Indian Women.

44. *Statistics, &c.*—The number of schools rose from 744 to 830 (6 high, 33 middle, 791 primary) and that of pupils from 37,445 to 42,740, or by over 14 per cent. In these figures the Normal School for Women and Queen Mary's College, Lahore, have not been included. The distribution of schools and scholars by divisions is as follows:—Lahore, 238 schools, 15,670 scholars; Rawalpindi 209 and 10,241; Multan 118 and 6,578; Jullundur 154 and 6,489; Ambala 111 and 3,762. Numerically and otherwise the districts of the Lahore division are far in advance, Gurdaspur in particular having made much progress in recent years. In Rawalpindi, the Chief Inspectress says, "the municipal board primary schools have not done well in the past year. The former headmasters were replaced by mistresses, not particularly well-qualified or experienced, and a lady superintendent was appointed who was not well-qualified for the work, and who lacked the necessary tact in dealing with the teachers. The result has been a great deal of friction and consequent deterioration of work and discipline in the schools." Twelve new schools have been opened in the Attock district. In the Multan division Jhang is foremost in point of attendance: in Lyallpur and Montgomery the education of Hindu girls is advancing, but that of Muhammadans shows little improvement. In the Jullundur district "the aided schools in the city and cantonment do good work, but the district board schools cannot progress satisfactorily until the local body spends more money and interest on them." In the Ambala division Rohtak heads the list: the Bohr school supplies almost all the Hindu teachers of three districts, Rohtak, Hissar and Gurgaon. Progress is retarded everywhere by the want of qualified teachers.

45. *Instruction.*—An increasing desire to continue study to a higher stage is shown by the addition of collegiate classes to the Kinnaird High School, Lahore: six students have joined. At the Victoria School, Lahore, girls are prepared for the Oriental title examinations of the University, and teachers in secondary schools frequently study for these examinations. Twenty-one girls appeared in the Matriculation examination; in the Middle School examination there were 214 candidates against 162 in the previous year: and there is a strong demand in many places for new middle schools. The framing of suitable curricula for girls' schools has occupied much attention in recent years, and curricula which are considered suitable for vernacular and Anglo-vernacular girls' schools have been issued by the Department. It is recognised that as the education of girls in this country is at an early stage of development, the courses of study should be elastic and adaptable, and should not necessarily be modelled on those for boys' schools. Many middle schools, for instance, as was pointed out last year, prefer a scheme of studies confined to languages, music, needlework, and religious instruction. In modern methods of instruction Queen Mary's College, Lahore, takes the lead, while at the other extreme are the rural elementary schools in charge of men teachers of the old-fashioned type or women of the slenderest educational qualifications. The Inspectress attributes the comparative stagnation of Urdu schools to the dearth of Muhammadan women teachers, and adds "there is often great difficulty in the poor Muhammadan schools about books, *takhtis*, sewing materials, etc. The parents either

cannot or will not provide them and the municipal and district boards have ceased to do so." "The teaching," she adds, "of the lower primary department is nearly always less satisfactory than in the other classes, it being an idea that any one is capable of teaching young children. As there is always a great number in these lower classes and as few teachers have any knowledge of class teaching, the great majority of babies sit many weary hours every day without any attempt on the part of the teacher to interest or even amuse them, and very seldom is a school equipped with any apparatus for teaching by the aid of the concrete." The introduction of better methods of teaching the children in the primary classes being recognised to be greatly needed, Miss Hart, a lady of much experience in this branch of education, was deputed to visit some of the principal schools and to advise and report on the question. Miss Hart's report is printed as appendix B.

Handwork, the Chief Inspectress says, is rare in the schools, apart from needlework and a little clay-modelling. "Occasionally brush-work, paper-folding and free-arm drawing on the blackboard is done, but few teachers are qualified to give this kind of instruction; if they are so qualified, they prefer to teach elder children who produce better results, instead of the infants whose interest and powers of observation need encouragement." Needlework is too often spoilt by inaccuracy and want of finish. Domestic economy is still treated too much as a book subject. Cooking is taught in all boarding schools. In the Pasrur primary school, and in the American Mission and Scotch Mission boarding schools, Sialkot, thorough domestic training in cooking, cleaning, sewing and washing is given. Some of the aided schools give up Saturdays to this subject, but in the smaller district schools it is not attempted. Physical exercises are part of the course in Mission schools, but elsewhere little is done, owing to a prejudice against physical drill and to want of space for it. "It is very difficult for any kind of drill to be carried out when the arms and head are enveloped in a *chadar*. Deep-breathing exercises would be of great value if teachers understood how to teach them, but the majority of them do not." Still, there are signs that public opinion on these points is undergoing a change for the better.

46. *Zenana classes.*—Zenana teaching, except where carried on by missionary societies, shows little evidence of development, and the Chief Inspectress doubts whether there is much demand for education in this form. The experiment of sending out visiting teachers has been tried by the Punjab Association for a long period with very meagre results, although the teaching has been offered gratuitously. There is dissipation of effort, time is wasted by interruptions, and the work cannot be supervised or tested. Such classes also act as an inducement to girls to shirk the discipline of a school. The Chief Inspectress thinks that zenana classes cannot be a success unless regular centres are constituted, the conditions thus being assimilated to those of *parda* schools.

47. *Buildings.*—Much has been done during the year to improve the accommodation for girls' schools. The Chief Inspectress writes:—"The Mission schools are, generally speaking, far better housed than any others, and some of the larger municipal board and district board schools have been greatly improved lately, but there are still very many buildings in the districts which are most unsuitable for schools. The question of ventilation and sanitation is often disregarded. Many houses are surrounded on all sides but one by other houses, so that apertures are possible only in one wall. In such rooms the air very soon becomes vitiated and the children are dull and apathetic. In many cases classes have to be held on an open roof or in one exposed courtyard, and when it rains or the sun is too hot, they have to be dismissed. A few schools have now added playgrounds, and swings, etc., have been put up."

48. *Victoria School, Lahore.*—It was arranged during the year to take over this school from the Punjab Association, and from the 1st April, 1914, it became a Government institution in close connection with the Normal School

for women, under Miss Bose as superintendent and Miss Hart as headmistress. New furniture and equipment have been provided, including kindergarten material, and there is already a great change, the Inspectress says, in the attitude of the children towards their work. The Victoria School will in future be a high school for girls. Another Government high school for girls is Queen Mary's College, Lahore, a boarding school intended for pupils of the upper classes of society. It has been suggested that secondary schools for girls in other centres might advantageously be transferred to Government management, but this would weaken local initiative, and the question requires careful consideration in all its aspects.

Education of Europeans.

49. *Statistics.*—The number of schools remains 35, but there has been an increase of one in the number of public schools, owing to the opening of a primary school at Bhatinda. The number of pupils rose by 57 to 2,655. The number is really higher, as explained in last year's report, owing to the fact that many pupils rejoin hill schools after the returns have been compiled. The principal change was that the Lawrence School, Ghoragali (classed as two institutions, for boys and girls, in the returns), became a Government institution from the 1st January 1914. The number of private (*i.e.* unrecognised) schools was two, with 69 pupils.

The total expenditure from all sources amounted to Rs. 10,26,694 against Rs. 8,48,742 in the previous year. Imperial revenues contributed 13·7 per cent., provincial revenues 36·2 per cent., fees 31·5 per cent., and 18·6 per cent. was derived from other sources. There has been an increase under all these heads: the increased expenditure from imperial and provincial revenues was incurred on the improvement of the Lawrence schools at Sanawar and Murree, as well as on the enhancement of maintenance grants. The financial condition of the schools continued to improve, and fee-receipts show an annual rise, partly owing to greater strictness in enforcing payments.

50. *Teachers.*—The total number of teachers employed was 210, of whom 21 had University qualifications and 107 were trained and certificated. Of the remaining 82, 31 possessed certificates. The salaries of teachers were raised in a few schools, and the rates for women teachers are considered fairly satisfactory. Difficulty is still experienced in obtaining trained masters for the boys' schools in Lahore, but Bishop Cotton School, Simla, continues to be adequately staffed, and a new scale of salaries which is being introduced at the Lawrence schools at Sanawar and Murree should succeed in attracting and retaining competent teachers. Fourteen schools with 54 teachers have joined the teachers' provident fund, and others have expressed an intention of doing so.

51. *Instruction.*—The Inspector remarks that English is still a weak subject, but that English composition has improved, and the development of school libraries has stimulated a taste for reading Arithmetic has been better taught than before, but algebra and geometry teaching is not yet satisfactory. Science lessons were given in the Boys' High School, Lahore, by a demonstrator employed in the Government College: this experiment, however, was not considered to be a success. Domestic science continues to make progress in girls' schools: two of the Simla schools have combined to employ a qualified teacher for this subject, and general interest in it is being awakened. There is a want of good kindergarten teachers.

52. *Examinations.*—The pass percentage in the High School examination was 61, which is about the usual average. In the Middle Standard examination it was 81 per cent. against 50 per cent. in the previous year. A regularly constituted centre for the Cambridge Local examinations was established at Simla during the year and a local committee was formed. 25 candidates were presented for these examinations, 5 for the Senior, 13 for the Junior and 7 for the Preliminary, of whom 4, 9 and 4 passed, respectively.

53 *Scholarships.*—At the close of the year there were 73 scholarships current, of which 31 were held in boys' and 42 in girls' schools, in addition to 17 college scholarships. The cost of these scholarships was Rs. 10,561 against Rs. 10,056 in the previous year. Fewer boys than girls, as a rule, avail themselves of scholarships at the higher stages. On the nomination of the Punjab Government, W. Sorby, a student of the North-Western Railway night school, was awarded a State technical scholarship of £150 a year tenable in England for training in mechanical and electrical engineering.

54. *Physical training.*—The Inspector says :—" Child and school hygiene continues to receive increasing attention. A medical history sheet has been sent round to the authorities of schools for opinion and criticism. It is hoped shortly to secure further progress in the regular medical inspection of children. In boys' schools there are about 355 cadets, divided almost equally between the 1st Punjab Volunteer Rifles and the Simla Volunteer Rifles. These cadets are trained in free gymnastics and physical drill, besides other duties, and also in rifle shooting; and General Officers Commanding continue to report in very favourable terms on the training given. The boy scout movement has been greatly extended since His Honour became patron in this province. Since December last there has been an addition of 240 scouts and the total for the province is now over 300. These boys are drawn from the lower and middle sections of schools, and as it was noted last year that the junior classes of schools are apt to be overlooked in the matter of physical drill, etc., this movement will make an efficient provision in this and other respects. Nine schools now have boy scouts, against two last year. Games are generally very fairly well organised. The gymnastic instruction at Sanawar is maintained at a high level. Bishop Cotton School is being provided with an excellent gymnasium, and the Lawrence School at Murree hopes to get one shortly.

"The annual Punjab boys' holiday camp was again held near Sanawar. This has been in existence, except for one year in 1911, since 1909, and is greatly looked forward to by boys who have had to spend the summer in the plains. The camp is established on boy scout lines more or less, and will this year be almost wholly on these lines. It is a pleasure to be able to report that the conduct of the boys has been invariably excellent. This year it is hoped to take them to Simla for a day for a combined rally of over 200 scouts."

55. *Buildings.*—Rs. 54,314 were contributed from provincial revenues for the building or enlargement of eleven schools. The chief recipients were :—

	Rs.
Cathedral Orphanage, Lahore	14,000
Convent School, Murree	15,000
Loreto Convent School, Simla	10,000
Mayo Orphanage, Simla	5,000
Station School, Ferozepore...	5,000

The total expenditure from all sources on buildings in aided schools was Rs. 94,674 against Rs. 71,685 in the previous year. The new building for the Convent School, Murree, has recently been completed and occupied. The Principal's house at the Lawrence School, Ghoragali, is finished and a beginning has been made with the new boys' schoolhouse. The Mayo Orphanage, Simla, has been provided with cooking and laundry class-rooms and a playing-shed. The buildings of the Lawrence Military Asylum, Sanawar, are being greatly improved in many ways. The new gymnasium at Bishop Cotton School, Simla, and the new schoolhouse at Ferozepore are approaching completion. In Lahore a fine new building is in course of construction for the Cathedral Girls' Orphanage, and the authorities of the Convent School are erecting a large school building on Durand Road. Three schools in the hills have been provided with electric light installations and three in Lahore with electric lights and fans.

56. *General.*—The year was one of steady progress. The numbers at the Lawrence School, Ghoragali, have now risen to nearly 300, mostly boys, and the school has won the confidence of parents. Thanks to the efforts of the religious and other bodies managing schools, and to the increased grants from Government, there is no longer any difficulty about obtaining a good education in a hill climate at moderate expense for children of the community concerned. The continued improvement of the teaching staffs must be kept in view as the principal object of future endeavour, together with developments on certain special lines, as in the teaching of science, domestic economy and drawing.

Education of Muhammadans.

57. Much interest has been aroused recently in the question of the measures which might be taken to further Muhammadan education. In April, 1913, the Government of India addressed the Local Governments on the subject, suggesting lines of enquiry. In reply the Punjab Government supplied statistics and general information as to the state of Muhammadan education in the province and the special measures already adopted to accelerate progress. It was pointed out that the backwardness of the community was especially noticeable at the higher educational stages, and in this connection the opportunity was taken of urging the claim of the Islamia College, Lahore, to substantial assistance in case funds should be available, so that the college might be provided with an adequate teaching staff and removed to a locality where there would be room for expansion. At the same time the Anjuman-i-Himayat-i-Islam were addressed on the general question of Muhammadan education, while the managing body of the Islamia College were advised to formulate schemes of improvement for that institution. The outcome, so far as the college is concerned, has been most satisfactory, the Government of India having sanctioned a liberal recurring grant of Rs. 30,000 for improved staff and equipment. The educational questions referred to the Anjuman were discussed during the year by the leaders of Muhammadan opinion with a view to putting forward definite suggestions.

58. *Statistics.*—(*a*) *Primary education.*—The number of Muhammadan boys in primary schools (public) increased during the year by 11,455, compared with an increase of 8,369 Hindus and 2,472 Sikhs. Muhammadan pupils now constitute 46 per cent. of the total of the three communities, and Sikhs 14 per cent. Thus there is no great disproportion here. The number of girls increased by 1,462, compared with 2,237 Hindus and 977 Sikhs. If the statistics of private schools can be taken as approximately correct, the Muhammadan proportion of the total number in attendance at elementary schools of all kinds is not far short of half.

(*b*) *Secondary.*—The increase of Muhammadan boys attending public secondary schools—2,589—exceeded that of Hindus and Sikhs combined, but the Muhammadan percentage—37—is still low, and in the case of girls it is less than 10.

(*c*) *Collegiate*—The increase of students—80—is far in advance of that of the previous year, but it compares unfavourably with that of Hindu students—287. Muhammadan students in colleges in the Punjab constitute only 21 per cent. of the total at this stage, but it should be noted that many Punjab Muhammadans go to the M. A. O. College, Aligarh.

(*d*) *Professional and technical*—In the Law College and Agricultural College there has been a decrease of students of all three communities, due to special causes. In the Veterinary College, the Mayo School of Art, and the various industrial schools the majority of students are Muhammadans; Muhammadan students of engineering, on the other hand, form less than one-third of the total. In training schools for teachers they number about 43 per cent., and in the Central Training College about 30 per cent. of the total of the three communities.

The total increase of Muhammadan scholars in all public institutions for males has been 14,281, compared with 9,968 in the case of Hindus and 3,515 in that of Sikhs. This indicates satisfactory progress.

59. *Inspectors' reports. Ambala.*—New Muhammadan high schools have been started at Ambala and Panipat. At the Anglo-vernacular secondary stage the increase of Muhammadan pupils exceeds that of the other two communities combined.

Jullundur.—The increase of Muhammadan pupils has been comparatively small, but "the history of Muhammadan education has more incident this year than previously. Movements to establish Anglo-vernacular secondary schools have been at work in Ferozepore and Jullundur. In Hoshiarpur and Ludhiana improvements have been made in the high school buildings, and in both cases further needed additions are anticipated. Muhammadan secondary schools in rural areas are few, and only one, started in 1907 at Kot Abdul Khaliq near Hoshiarpur and intended mainly for the poorer classes, has received recognition."

Lahore.—There has been a substantial improvement. "In public schools for boys the Muhammadans show the remarkable increase of 4,437, which is almost double the increase of the Hindus and Sikhs put together, and the total strength of Muhammadan boys in public schools now exceeds that of Hindus by 5,202. The impetus which this community has now received and the rapid strides with which it is now marching are signs that lost time is being made up. Vernacular primary education is now practically free for them, and the plea of poverty does not seem to hold good here." Muhammadan pupils won 64 out of 158 scholarships open to all communities, in addition to 40 "Victoria" scholarships reserved for Muhammadans. There are Islamia high schools at Lahore, Gujranwala, Amritsar and Qadian, and Islamia schools of lower grade at Batala, Fatehgarh and Sialkot.

Rawalpindi.—Muhammadans are still backward in secondary education, but Muhammadan pupils in Anglo-vernacular schools increased by 3·6 per cent. as compared with 1·2 and 1·9 in the case of Hindus and Sikhs, respectively. At the primary stage the increase was 13·5 per cent. Private enterprise, the Inspector says, has not accomplished much as yet, and there is only one Islamia high school; but a movement has been started to open others, as has already been mentioned (paragraph 12), and subscriptions are being collected for this purpose. Conservatism, dislike of secular instruction, and poverty are assigned as reasons for the slowness of the rate of progress.

Multan.—The Inspector writes:—"The Muhammadans in public schools and in the secondary classes of Anglo-vernacular schools have increased in a higher ratio than either Hindus or Sikhs. The percentage of Muhammadan pupils to the total of pupils of all classes in public institutions has advanced from 44·9 to 48·6. The corresponding percentage in the secondary stage of Anglo-vernacular schools has risen from 30·1 to 31·1. Of the elementary schools supported from public funds more than two-thirds are in the hands of Muhammadan managers. Six English-teaching schools owe their existence to Muhammadan enterprise. Of these five have developed so as to deserve aid from public funds. High classes, at present unrecognised, are reported to have been added to three Islamia Anglo-vernacular middle schools. The Muhammadans maintain two hostels, one at Lyallpur and the other at Gojra. The Islamia schools taken as a whole are advancing on the right lines at a slow rate. The staff is everywhere weak."

60. *Special measures of encouragement.*—It may be of interest to mention here what has been done during the last two years to stimulate educational progress among Muhammadans, as the point was not dealt with in last year's report.

(*a*) *Primary education.*—In addition to the ordinary grants made to local bodies on the basis of the salaries paid to teachers, covering approximately two-thirds of the cost of vernacular education, special annual grants have been allotted to backward Muhammadan districts. These grants are utilised for the aiding of maktabs and other indigenous institutions, as well as for the opening and maintenance of board schools. The following payments were made in 1913-14 :—

	Rs.
Mianwali	7,500
Rawalpindi	7,500
Attock	7,500
Jhelum	7,500
Multan	2,000
Muzaffargarh	8,000
Dera Ghazi Khan	9,000
Jhang	4,000

The percentage of free places in primary schools, at least half of which are reserved for Muhammadan pupils, has been raised from 10 to 25.

(*b*) *Secondary education.*—The value of each of the 29 high school, "Victoria" scholarships for Muhammadan pupils has been raised from Rs. 4 to Rs. 6 per mensem, and that of middle school scholarships for Muhammadans, of which there are about 330, from Rs. 2 to Rs. 4 per mensem.

A reduced rate of half the ordinary fee has been sanctioned for agriculturists' children attending Government and board Anglo-vernacular schools in the Rawalpindi division, Rawalpindi city being excepted. The agriculturists benefiting by this concession are mainly Muhammadans. Similar concessions are authorised in parts of the Multan division.

The percentage of exemptions from fees in Anglo-vernacular schools to at least half of which Muhammadan pupils are entitled, has been doubled

Building grants on specially favourable terms were sanctioned during the year under report for Muhammadan secondary schools as follows :—

	Rs.
Islamia High School, Lahore	53,376
Islamia High School, Rawalpindi	28,000
O'Brien High School, Shahpur	40,000
Talim-ul-Islam High School, Qadian (final grant)	5,000

(*c*) *Collegiate education.*—The number of college scholarships payable from provincial revenues which are reserved for Muhammadans has been raised from 14 to 30, and the value of all such scholarships has been increased by 50 per cent. or more.

A special annual grant of Rs. 30,000 has been sanctioned for the Islamia College from imperial revenues, as already mentioned, and a large building grant from provincial revenues has been promised, in the event of the Shahdara scheme maturing.

61. *Muhammadan representation in the Education Department.*—The numerical weakness of Muhammadans at the higher stages of education has made it difficult to obtain a sufficiency of qualified candidates for educational posts from this community, and the Muhammadan proportion of officers in the higher ranks of the service, from the divisional inspectors downwards, does not usually exceed one-third. It should be explained here that most of the senior men were recruited at a time when higher education had made little progress among Muhammadans and qualified candidates were seldom forthcoming.

The dearth even now of such candidates is evidenced by the frequent applications made to the Department for the loan of the services of Muhammadan officers for the headships of Muhammadan institutions. Endeavour has been made in recent years to strengthen the Muhammadan element in the Subordinate Educational Service by offering posts to untrained Muhammadan graduates in the hope that they will remain in the teaching profession, but experiments of the kind have not had much success, as men of ability find a better market elsewhere for their services. The demand for good Muhammadan teachers is not confined to the Punjab: requisitions have been received from Haidarabad (Deccan), Bengal, and even from such distant places as Baghdad and Aden. Two Muhammadan headmasters of Government high schools have been appointed Extra Assistant Commissioners. It is usually found possible, however, to appoint Muhammadan officers to schools and districts where education can best be advanced by Muhammadan agency. The suggestion made in some quarters that a fixed number of places in Government institutions should be reserved for Muhammadan students meets with no support from the heads of the institutions in question: it would cause difficulties and embarrassments, besides lowering educational standards. The importance, however, of raising the number of Muhammadan pupils is frequently brought to the notice of those concerned.

62. *Education in Bahawalpur.*—The backwardness of Muhammadan education is well illustrated in the case of Bahawalpur, the leading Muhammadan State among those politically connected with the Punjab. The population of the State is 780,641, of whom five-sixths are Muhammadans. The number of primary schools is only 62, with 2,391 scholars, of whom about four-fifths are Muhammadans. In the adjacent British districts the corresponding numbers are as follows:—

	Population.	Number of primary schools.	Number of pupils.
Multan	814,871	142	7,066
Muzaffargarh	569,461	119	4,604
Dera Ghazi Khan	499,860	123	5,395

In addition there are 294 maktabs in the State, receiving no assistance. The condition of the primary school buildings, the Director says, is indescribably bad: only about half-a-dozen schools are respectably housed. In the secondary schools there are 1,183 Muhammadan pupils and 860 Hindus, and in the State college 38 Muhammadan and 17 Hindu students: the Muhammadan disparity, therefore, becomes marked at the higher stages, in spite of the favourable environment.

The Punjab Text-book Committee.

63. The general committee met seven times during the year, and there were thirty-two meetings of ordinary or special sub-committees.

The total number of books considered was 673, against 641 in the previous year. Of these more than half were found to be unsuited to the needs of schools, 323 being finally approved and recommended to the Department, either for adoption as text-books, or for inclusion in the list of books suitable for school libraries or prizes.

The contract with Messrs. Rai Sahib Munshi Gulab Singh and Sons for the publication of books, of which the copyright is owned by the Committee, expired on the 31st March, and towards the end of the year, therefore, the Committee considered the course to be adopted with reference to the new contract. It was resolved that the contract be renewed with the same publishers, but that clauses be inserted in the agreement

by which the books published by the Committee would be considerably improved The new clauses relate chiefly to the illustration and the binding of the books, and run as follows :—

(1) The contractors agree to place on public sale an illustrated edition of any work within six months of the date of the receipt of the original illustrations for the same from the Committee, the illustrations whether in black and white or in colour to appear in close proximity to the text illustrated.

(2) The contractors agree to issue all publications in two bindings—(*a*) in stiff paper covers, and (*b*) in cloth.

A careful investigation of the number of books published and editions printed during the past five years was made by the Committee's auditors, and on the basis of their calculation the amount of royalty to be paid by the contractors was maintained at practically the same rate as that paid during the past five years, namely, Rs. 20,000 annually. The new contract is for a further term of five years from April 1st, 1914.

In last year's report a number of works were referred to as being under revision. Most of these have now been completed and several have been printed and are on sale. Of books and maps connected with the teaching of geography the Hindi editions of Jughrafia-i-Punjab and Jughrafia-i-Hind have been revised and printed, corrected maps of the Lahore, Multan and Karnal districts have been published, and a beginning has been made in standardising the spelling and pronunciation of foreign names by preparing and printing 10,000 copies of a transliteration into Urdu of important place-names in Europe. Names in other continents will be taken up in order. Several readers have been published during the year, *viz.* the Fourth and Fifth Readers for rural schools ; Urdu ki Panchwin Kitab ; and the Fifth Hindi Reader for girls' schools. In the classical languages the Third and Fourth Sanskrit Readers have been completed and printed, as also the Persian Courses for the first and second classes of the Middle Department. The Urdu translation of the Revd. D. J. Fleming's " Suggestions for Social Helpfulness " has also been completed and will shortly be in school libraries.

In addition to the above works which were actually completed several others were at the end of the year either in the press or ready for publication. In hygiene and sanitation, Punjabi and Hindi versions of Major Perry's new book " Life, Light and Cleanliness " were produced, and a series of twenty-three drawings for the illustration of this book were also completed under the direction of Mr. Lionel Heath of the Mayo School of Art. A revised edition of Mrs. Hendley's " Hygiene, Domestic and Personal " was also received before the end of the year, and a volume of " Lessons on Health and Disease " is now being seen through the press. Several readers were also completed, *viz.* the Fourth Punjabi Reader for girls' schools, the Sixth Reader for town schools and revised drafts of the First, Second and Third Agricultural Readers. In Geography the Committee's publication " Jughrafia-i-Asia " was revised and a Hindi translation made. The map of the Sialkot district was revised. Pamphlets in Punjabi on the teaching of reading and writing were completed, and several books in Braille type for use by blind students were also prepared under the auspices of the Committee.

The Punjabi Dictionary which was reported last year as having been finished has been carefully reviewed by Punjabi scholars and revision made in the light of the reviews submitted. It is now ready for the press.

The Committee continued its former practice of devoting a large part of its income to the purchase of volumes for presentation to schools.

The number of volumes distributed to the schools in the province during the year was 6,428, of which 3,116 were for vernacular middle schools. In addition to the above volumes, which were purchased, the Committee also presented copies of its own publications. Thus a copy of "Bahr-o-Bar" ("Seas and Lands") was presented to every secondary school in the province, and 457 copies of the Revd. D. J. Fleming's "Educational Opportunities in Laboratory Work" were also presented to Anglo-vernacular secondary schools. The patronage of vernacular journals was continued on a somewhat increased scale. Every middle school receives at the Committee's expense a copy of the Urdu scientific monthly *Raushani*, and of the agricultural monthly *Kisan*, the latter periodical being also presented to about 300 selected primary schools. The Committee also continued its subscription to the children's Urdu paper *Phool*, edited by Syed Mumtaz Ali, the number of primary schools provided with this paper being raised during the year from 1,000 to 1,500. The total amount expended on this free distribution of useful literature to schools during the year under report was Rs. 12,713, or more than half of the total income of the Committee.

During the year plans were drawn up for additional accommodation for the library and museum, with special reference to the provision of space for the exhibition of maps and charts, which are at present hung so high as to lose much of their value. This work will, it is hoped, be carried out shortly.

The year opened with a balance of Rs. 60,521, and the receipts during the year totalled Rs. 3,268. The disbursements amounted to Rs. 23,959. The year thus closed with a balance of Rs. 39,830.

The post of Secretary during the year under report was again held by Mr. Knowlton, who has since vacated it after several years' tenure. The success which has attended the Committee's operations during this period is largely due to the expert knowledge and large experience which Mr. Knowlton brought to bear upon the work entrusted to him in the capacity of Secretary, together with his unfailing attention to his duties.

Conferences.

64. A conference on the education of girls, of which a brief mention was made in last year's report, met in April, 1913. The proposed curriculum for Anglo-vernacular schools was first considered, and it was agreed that there was a demand for a type of school in which a vernacular should be taught thoroughly and used as a medium of instruction, English being at the same time included among the subjects of the curriculum. Such schools, it was thought, should be ranked as Anglo-vernacular schools for grant purposes.

As to scholarships, the opinion of the conference was that scholarships at the primary stage should be awarded more particularly to widows and to pupils of the poorer classes; and that the number and value of scholarships tenable in secondary classes should be increased. The latter measure has since been carried out. In respect of the training of teachers, the conference recommended that local training classes should be started in the principal centres, and that secondary schools under private management should be assisted to open training classes. The difficulty of ensuring that girls' schools situated in remote places should be visited by inspectresses was discussed, and it was agreed that as hardly any of such schools were genuine *parda* schools, they could usually be inspected by members of the district inspecting staff. The attitude of local bodies to the education of girls was considered, and it was thought that the larger municipalities should be urged to formulate definite schemes of improvement. Certain relaxations of the grant-in-aid rules were recommended, and among other topics discussed were the opening of more Government schools, zenana classes, physical training, the teaching of domestic economy and needlework, and moral and religious instruction.

65. A conference on European education was held in January, 1914, and was attended by managers, teachers, and other persons interested in

European schools. The particular object of this conference was to discuss the resolutions adopted at the Simla conference of 1912 on the education of the domiciled community. The resolutions were generally agreed to, but the members of the Lahore conference were opposed to the suggested grading of schools, and, while advocating certain increases in the rate of grants, expressed satisfaction with the existing system generally, and saw no necessity for the appointment of a special auditor for school accounts. The proposal that the Cambridge certificate examinations should take the place of the existing scholarship examinations was not accepted, although it was thought that schools should be encouraged to send up candidates for these certificates.

66. Professor Ramsay Muir, one of the special University lecturers, presided at a conference on history teaching in colleges, and among similar gatherings may be mentioned one of science teachers in schools which met for a course of instruction conducted by Professor Smithells, and another of drawing masters, held by Mr. Buchanan.

Headmasters' associations held several meetings during the year in the principal educational centres, and teachers' associations were also active.

J. C. GODLEY,

Director of Public Instruction, Punjab.

APPENDIX A.

MEMORANDUM ON THE SPREAD AND CONTROL OF ANGLO-VERNACULAR EDUCATION UNDER PRIVATE MANAGEMENT IN THE JULLUNDUR DIVISION.

By Mr. H. G. Wyatt, Inspector of Schools, Jullundur Division.

1. The recent development of Anglo-vernacular education in the division may be shown statistically as follows:—

Statistics.

	Number of Anglo-vernacular recognised schools under private management.	*Number of Anglo-vernacular unrecognised schools under private management.*	*Number recognised in the year.*
April 1, 1911 ...	18	25	...
„ 1912 ...	19	30	1
„ 1913 ...	21	36	2
„ 1914 ...	29	27	9

Since April, 1914, four have been granted recognition.

Distribution amongst communities is as follows:—

		Recognised.	*Unrecognised.*
Arya ... } Hindu ...	...	13	10
Sanatan Dharm... ... } Hindu ...	...	3	5
Muhammadan		4	1
Sikh		4	6
Others		9	1
Total	...	33	23

The most promising schools are usually those of the Arya Samaj, opened by local effort, but assisted by guidance from the central school at the district head-quarters. There are good high schools under Arya Samaj management at Hoshiarpur, Jullundur, and Ludhiana.

2. This growth is part of a movement general to the province—and indeed to India—on the causes for which it is superfluous to touch here. But in the Punjab the more recent increase to the number of schools under private management has been facilitated by the raising of fee rates for English teaching in Government and board schools. The resulting income from the fees, though not sufficient to maintain a school in efficiency, is yet enough, with small and fluctuating subscriptions, to maintain some sort of a school with an English knowing teacher or two, that will in the absence of a better attract local pupils eager for English education The educational motive for opening schools has been often reinforced by that of religious rivalry, schools arising in towns in rural areas in pairs or trios, representing different sects or communities. Of the 21 rural towns in which, in the Jullundur and Hoshiarpur districts, 29 Anglo-vernacular schools under private management exist, 8 have two, and 13 one apiece. At both Nakodar and Nurmahal, for instance, towns seven miles apart in the Jullundur district, the Arya Samaj and Sanatan Dharm sects each maintain a school, at Dasuya in Hoshiarpur there is an Arya and a Muhammadan school, at Mahilpur an Arya and a Khalsa school, and a school of the Hindu sect of Rajputs at Nadalon six miles away. In each case the school is Anglo-vernacular middle, but the local middle board school, also Anglo-vernacular, at Nakodar, has not suffered injuriously in attendance. The general poverty and backwardness of the Ferozepore district, and the relatively small area of the Ludhiana district, which also has schools of every community at head-quarters, explain the slowness of the movement there. In Jullundur there are several Sikh families who have wealthy relatives abroad, or recently returned, and this no doubt accounts for good buildings already erected at Kalra and Bundala without aid from public funds for schools only lately started.

Reasons for the recent development.

3. With certain exceptions, however, the tendency has been to start Anglo-vernacular schools before funds can be collected to maintain them in efficiency, and to place them in makeshift buildings or to run up unsuitable class-rooms without obtaining expert advice, and

General condition of new schools.

to be satisfied with a scratch staff—a Matriculate or "F. A. passed" headmaster, and vernacular teachers superannuated or of doubtful qualifications—that is constantly shifting and changing and makes good teaching, not to mention education, out of the question. Inter-school rules observed in recognised schools, which regulate classification and promotion and require the production of leaving certificates from the previous school as a condition of admission, are not infrequently ignored, and it is sometimes reported that pupils are taught in a class above that for which they are entered on the registers, and that duplicate sets of registers, one for use, and another to satisfy an inspecting officer, have occasionally been kept. The prospect of premature promotion and of being placed in a class higher than they would be in in a recognised school naturally attracts pupils, and may help to account for the rapid filling of some of these schools at the start.

On the other hand, there is no doubt a good deal of exaggeration in reports which reach an inspector often through the complaints of a rival institution, and surprise visits which show frequent cases of lax promotion, unauthorised admission or bad classification, reveal not so much any indiscriminate intention to evade customary rules, as carelessness sometimes purposed, but more often due to the local committee of management's unfamiliarity with departmental rules.

The managing committee is, as a rule, a group of richer local co-religionists, a local pleader or rais with shop-keepers, pensioners, or other rural notables, eager to start a school on behalf of their particular sect or community, and in the first instance at any rate concerned more for its numerical than its qualitative success.

General lines of policy.

4. From the above analysis of the motives which underlie the institution and maintenance of these schools it may be gathered that a situation is created which needs careful handling. In the Punjab, as in Bengal, unless the right action is taken, it is possible for these schools to become a public danger, should they exist for long insufficiently controlled, should the motive of religious rivalry prove too strong for that of genuine education, and should the pupils that issue from them prove ill-taught, ill-mannered, prejudiced, and possibly directly disloyal to the Government. On the other hand, it is equally possible, by judicious handling, to forestall this eventuality, and by careful co-operation, management, and advice to make clear to the local managements that official sympathy is on their side so long as the educational motive in the conduct of their schools predominates.

The recognition of schools.

5. The 'recognition' of a school carries with it a claim for financial assistance, and involves regular inspection and the observance by the school of all departmental regulations. But it must be noted that non-recognition, beyond the absence of a right to Government grants, involves no serious drawback: pupils may pass from unrecognised to recognised schools, and may even enter for the Matriculation examination as 'private' candidates, so that it is perfectly open for any community to maintain an unrecognised high school, and maintain it in efficiency, if it prefer not to ask for Government aid. In point of fact, however, recognition is generally solicited as conferring a Government hall-mark of respectability which tells with the public, and because junior trained and certificated teachers, who cannot have their provisional certificates confirmed in non-inspected schools, are reluctant to serve or stay in schools that are not recognised. But it must be added that a good many schools have existed in this division for several years, in no particular hurry to be recognised, so long as there is no local recognised school to compete against and they continue to attract a sufficient attendance. In the Hoshiarpur district four Anglo-vernacular middle schools have existed unrecognised for five years. It will probably be agreed that precedents for the existence of schools—however well taught—away from public control should not be encouraged, and that, if existing regulations do not suffice to bring schools generally under departmental guidance, new regulations should be framed which do; but that if these schools can be induced to ask for and obtain recognition by existing means of departmental pressure, additional regulations will be unnecessary. A brief account of what has so far been done to improve and assist these schools in this division will make the position clear.

Official action in relation to these schools.

6. A reference to the first paragraph of this memorandum will show the numbers of Anglo-vernacular schools under private management—recognised and unrecognised—existing in the Jullundur division in April 1913. As many of these schools which had been in existence for some years, and others more recently opened, had made no effort to obtain departmental recognition, and reports about them led to the conclusion that through acts of inter-school rivalry, through poor teaching and discipline and through irregularities in admission or internal economy, they might be doing a good deal of harm, it was thought to be time to establish a distinction between those schools which seriously sought to improve and those which did not, and to induce the former to improve up to recognition standard and to claim recognition.

Accordingly a circular was issued in August 1913, inviting managers of unrecognised schools to state how they proposed to fulfil the conditions of recognition within three years and promising provisional recognition to such schools as made a serious attempt to fulfil them

Replies have been received from 27 out of 36 schools established before 1913, visits have been paid them, in most cases by me personally, and 13 have since been recognised. Of these schools, 6 have put up reasonably satisfactory buildings, those at the Sikh Schools at Bundala and Kalra, and the Arya School, Alawalpur (all in the Jullundur district), and—though it needs extensions—the 'Rajput' school at Nadalon (Hoshiarpur district) being far superior to many, if not most, of the board middle school buildings in the same districts; and the others have schemes contemplated or in hand.

But whether promises will be fulfilled in each case remains to be seen, and while from one school at Nurmahal (Jullundur) I was obliged after a year to withdraw recognition owing to continued laxity of promotion and non-observance of inter-school rules, I have lately had to threaten the same treatment to two others for similar irregularities and in one case also for publicly adopting a hostile tone towards its fellow school of another sect. The unrecognised schools which existed before issue of my circular, numbering 14, have now failed within a year since its issue to give satisfactory assurances of improvement, and 9 of them have not even replied to the circular, thus showing that the absence of recognition has not proved a decisive drawback to their numerical success.

Desirability of fresh regulations.

7. Although, however, standing regulations may not offer a sufficient inducement to seek recognition, it does not seem advisable to make fresh regulations or to legislate afresh, if the same end can be compassed by indirect means. At a meeting of inspecting officers of the division held in the spring it was the general opinion that district inspecting officers might be brought into closer touch with unrecognised Anglo-vernacular schools, and come into friendly and advisory relations with them, while keeping the inspector periodically informed of their progress. Regular visits by superior inspecting officers are less advisable, as conveying a misleading impression to the public that the school is recognised, and so securing some benefits of recognition without its responsibilities. But visits have been paid by me at one time or another to most of the unrecognised schools in the division, and advice as to staff and buildings &c., has been freely placed at their disposal.

Summary.

8. To sum up — within the last few years a considerable number of Anglo-vernacular middle schools have been opened in the Jullundur division, chiefly in the Jullundur and Hoshiarpur districts, by local committees representing different communities or sects; many of them have for two or more years existed outside Government control, some are inefficient and of doubtful or more than doubtful public utility, while it is questionable if the existence of these schools, however efficient outside departmental control is publicly prudent; some have recently qualified for and received recognition, others have failed to respond to invitations to seek it. Special efforts have been and are being taken to bring all within departmental control; but it remains to be seen whether the powers so far placed in the hands of the Education Department are sufficient for this purpose, and if they do not prove so, whether they ought not to be increased.

APPENDIX B.

Kindergarten in Girls' Schools.

(Report by Miss Hart, Temporary Special Inspectress of Kindergarten methods.)

In December, 1913, I was appointed temporary Inspectress for kindergarten in the Punjab. During the time at my disposal I visited the principal districts with a view to ascertaining what had already been introduced into primary classes and what improvements could with advantage be suggested. The districts visited were Sialkot, Delhi, Jullundur, Amritsar and Lahore. Each had its special characteristic due to environment, but there was an almost universal lack of knowledge of simple fundamental principles underlying education. The one existing idea on education is that memory is to bear the whole brunt of school work and that repetition is the only way to memorise. Interest has no place in the teachers' methods and without it little real knowledge is gained by the children. Innate laziness is chiefly responsible for this, and when a new method is brought to the teacher's notice she very quickly helps the children to put it into a memorising rut where it stays for evermore. Examples of this can be seen in Amritsar, where a large class of children learn their letters with the help of sand-trays. All sit with their fingers in the sand, and as they move their fingers and form the letters they sing a description of them and it becomes a soothing lullaby. In a school in Lahore where "Tillick bricks" have been introduced for teaching number the whole object of the bricks is lost, as the teacher lets one child say the lesson and all the others repeat it without thought. From this it will be seen that the teachers must give more thought themselves to the children if they are ever going to become successful teachers. There is a general tendency, too, to neglect the foundation, *i.e.* junior classes, in order to raise the school to an upper primary or middle school. This is detrimental to the good of the community, and as the aim of primary schools is to fit the populace for future citizenship, and higher education is only for the few, it would seem perhaps a better plan to separate the two-primary schools to remain primary, middle and high schools to be centralised.

Districts.—In Sialkot the schools were orderly and well-attended, though some were badly equipped; the teachers of the junior classes were on the whole very nice women, but they had taught the children nothing beyond the letters. Handwork was so foreign to all their ideas of school that it was impossible to do much beyond insisting on concrete work in the teaching of the Code requirements. The classes were too mixed; the very tiny children should have their own room and the older pupils should be allowed to work in higher classes.

The superintendent in a city like Sialkot could do more than any one else in engaging the interest of the municipality or governing body in the importance of early training in school. The Indian house is small, but there is a place for everything. The superintendent should insist on having a house for the schools where everything can have just such order as is necessary for the children's comfort. In order to do this with any authority she could keep herself in touch with educational authorities by coming to headquarters periodically, and by discussing ways and means with other teachers, and not depend so much upon the annual visit of an inspectress. The Mission schools in Sialkot have not the same difficulty with regard to numbers, but here the children come from villages and are of a much lower stamp The education in these schools struck me as being unfitted for the class of child. Intelligence must of necessity be of a very low order and interests very limited. Such schools as these would be of the greatest value if they could turn out girls fitted for village life. Handwork of a useful character thoroughly well taught would be of economic value, and a practical knowledge of nursing, hygiene and sanitation would help in the house and village. It is impossible to understand how these schools can go on year after year sending girls away with so little common sense and so little power to fight their own battles.

Delhi is fortunate in having a very large orthodox Hindu school under Miss Gmeiner. In this school the idea of child development is well thought out, the children are well looked after and handwork is on very sound lines, clay-modelling and free-arm drawing being the special work taken up. Miss Gmeiner is a Frœbelian teacher but does not confine her efforts to infants: the whole school is worked on Frœbel lines.

The Baptist School, Delhi, too, is excellent. Miss FitzHenry has a very successful kindergarten, and it is surprising to see how she developes low-caste village orphans into capable girls. Special interest is attached to her work, as she has shown the province how an Indian teacher can be made responsible and effectual in her teaching. Miss FitzHenry has worked out a phonetic system of teaching Urdu and the student helped her for one year; now the girl is entirely responsible and the results are excellent. In another school a teacher has had the system explained to her, but she cannot manage it.

The small schools in Delhi district all benefit by the presence of these schools in the place, as they help the inspectress to give suggestions and also enable her to send backward teachers there for help; there is in consequence a feeling of good-will everywhere and good progress is made.

In Jullundur special interest is attached to the very good though small Muhammadan schools; the number attending the schools is small, but the teachers are of a good class and many parents are interested in the schools and take a keen interest in their children's progress. The education given is nothing beyond reading, writing and arithmetic, but the methods used are in keeping with the children's power and the results are good. The vast majority of children in Jullundur, however, attend aided schools for the Hindu community, and though some action songs have been introduced by the managers and sewing is taught by darzis, the whole tone of these schools is not the tone of a good educational establishment and the school work not very satisfactory. The school buildings of all the schools compare favourably with those in Sialkot, Amritsar and Lahore, and though the Pathan village schools are held in the courtyard of the teachers' houses, the cattle are some distance from the children. In Amritsar the education of girls seems to be popular, though the municipality do not appear to have given the housing problem much consideration. The central municipal board school and branches are all overcrowded and the central school is most unsuited in every way for the work done there. The 26 branch schools presented over 1,000 children in the infant and first class alone for inspection, and the work was not satisfactory The superintendent of these schools is also in charge of the central school; she can therefore only give slight help to the branches. She is an exceptional person and her suggestions meet with a certain amount of success, but concentration of effort is badly needed.

Besides the municipal board schools there is a large number of aided schools for the Sikh population. The education for the very small ones here is very poor, handwork being quite ignored by managers and teachers, who have a strong feeling that it is impossible to introduce anything of the kind for such young children. At present about 81 per cent. of the children attending the municipal board classes are Sikh; if they could be collected into a good municipal board primary school, with a capable staff, the school would very shortly become an example to the town and the education for girls benefit greatly thereby.

In Lahore there is a large number of schools on the staff of which are to be found trained teachers; it is therefore distinctly disappointing not to find more good work done in the junior classes. The attention of the teachers is concentrated on classes preparing for examination, and special attention is given to girls who show a special aptitude for memory work, and the rest do very little real work. The trained teachers have had special help given for junior classes, but apparently the work done in training does not appeal sufficiently to them as an important factor in education, for they fail to bring it into their work as teachers.

Suggestions.—1. In large towns like Lahore, where a large number of trained teachers are teaching in the schools, it should be possible to collect them from these institutions for the study of suitable handwork and physical culture. Co operation would then take the place of competitive or even antagonistic feelings existing now between schools.

2. The great need of Indian women is that they should be taught to observe and to help with knowledge those who depend on them. Handwork in girls' schools should be carefully chosen so as to train these two faculties. Observation could be well trained by means of handwork such as clay-modelling, paper-modelling and sewing. Sewing could include garments for hospitals or orphans, paper-modelling could include boxes or other useful articles. Children would thus see all their work put to practical use in homes, hospitals or schools. All schools aim at preparing the young generation for future life, and therefore the needs of the community could quite well be pointed out, and remedies taught, so that when reform takes place the population will be intellectually sympathetic.

3. Teachers must take a real interest in children beyond cramming them for examination. Very small children want very careful attention, they attend everywhere in large numbers and are as a rule very young and delicate. The time in school should be at first principally spent in disciplined play and sense training which involves certain hard work. The children are far below the average in the use of their fingers; in fact some very tiny people are happy doing nothing with the most fascinating bricks in front of them. The kindergarten work taught in the training classes is of too complex a nature to be of much use with large numbers; this is one reason why the mistresses give it up at once. What is wanted is simple handling of bricks, balls and such like concrete material, which will exercise hands and fingers and eventually control them for greater things. If it would be arranged it would be better for the mistresses of junior classes to have a distinct training. This training should be mainly (1) the management of young children, (2) the preparation of handwork, (3) the cultivating of certain habits of order, neatness and accuracy by means of handwork.

4. The buildings on the whole are very cramped and unsuitable for free movement. If a central building could be hired occasionally for demonstration lessons, the needs of a school could be shown. Physical exercises or games could perhaps be demonstrated by a school like the Kinnaird School or the Cathedral High School for girls. Parents or school managers would then understand what is really necessary and so remedy the existing evils.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR, 1913-14.

(For details see General Table III.)

Area and Population.			Institutions and Scholars.	PUBLIC INSTITUTIONS.								PRIVATE INSTITUTIONS.		GRAND TOTAL.	PERCENTAGE OF
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.						
							Primary Schools.								
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions — For Males	9	6	352	3,607	551	23	31	4,579	226	2,263	7,068	Institutions to number of towns 21·06; and villages 5·57
			Institutions — For Females	1	1	59	684	109	7	5	866	...	1,003	1,869	
			Institutions — Total	10	7	411	4,291	660	30	36	5,445	226	3,266	8,937	26·63
97,213	Towns 140; Villages 33,421; Total 33,561	Males 10,992,067; Females 8,982,889; Total 19,974,956													
			Scholars — Males	3,163	792	98,680	193,074	26,722	795	2,956	326,182	3,961	45,626	375,769	Male Scholars to male population of school-going age 22·79
			Scholars — Females	13	37	7,744	32,577	4,622	111	527	45,631	38	18,518	64,187	Female Scholars to female population of school-going age 4·76
			Scholars — Total	3,176	829	106,424	225,651	31,344	906	3,483	371,813	3,999	64,144	439,956	14·63

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For Details, see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		
				Primary Schools.				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8	9
	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions.* For Males ...	4,54,528	4,37,923	21,68,258	10,46,786	1,43,781	1,11,648	1,95,679	45,58,603
For Females ...	1,429	17,910	3,00,639	2,51,674	26,207	16,821	51,782	6,66,462
Total ...	4,55,957	4,55,833	24,68,897	12,98,460	1,69,988	1,28,469	2,47,461	52,25,065
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to total Provincial Expenditure on Public Instruction...	5·43	12·20	19·02	·60	·27	3·46	5·33	46·31
(*b*).—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction. ...	·01	·27	9·92	45·10	2·65	1·26	·76	59·97
(*c*).—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction...	·21	·58	34·35	17·86	14·01	...	3·01	70·02
(*d*).—Percentages of Total expenditure in columns 2—17 to total expenditure on Public Instruction ...	4·89	4·89	26·49	13·93	1·82	1·38	2·65	56·05
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. Cost to Provincial Revenues ..	185 13 10	470 6 0	17 3 4	5 2 4	15 3 5	167 7 7	85 4 2	50 2 8
Cost to Local and Municipal Funds	...	12 2 4	0 12 11	...	...	...	...	1 1 8
Total Cost ...	286 1 11	588 2 0	43 15 7	11 11 6	17 4 7	167 7 7	98 7 5	79 13 2
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	0 0 2	...	...	...	0 0 2
Cost to Local Funds.	...	...	5 10 1	5 13 7	5 7 5	105 14 4	25 11 8	5 15 9
Total Cost ..	...	...	12 3 10	6 6 4	5 13 11	105 15 4	27 8 11	7 8 7
Municipal Schools. Cost to Provincial Revenues ..	...	...	0 0 3	0 1 10	0 0 9	48 11 5	...	0 0 11
Cost to Municipal Funds	...	...	5 7 8	7 2 11	·6 5 0	...	17 7 3	6 5 9
Total Cost ..	...	...	17 4 9	8 9 5	7 1 2	48 11 5	18 4 11	12 0 10
Aided Institutions. Cost to Provincia Revenues	55 9 2	396 6 10	8 1 8	0 3 6	0 11 6	39 2 11	44 2 1	4 8 1
Cost to Local and Municipal Fund	1 4 7	...	1 13 0	2 11 6	2 3 10	...	8 15 8	2 5 8
Total Cost ...	204 15 7	639 10 3	29 6 11	5 0 4	6 5 0	78 3 10	109 10 1	18 1 10
Unaided Institutions Total Cost	71 0 8	207 5 2	16 15 2	2 13 10	2 9 7	81 6 1	39 6 4	15 4 11
All Institutions. Cost to Provincial Revenues ..	51 13 9	411 3 5	5 1 7	0 1 3	0 4 4	108 4 0	45 2 2	3 10 11
Cost to Local and Municipal Funds	0 6 10	10 4 5	3 8 11	5 0 3	4 6 0	30 7 10	9 2 5	4 9 9
Total Cost ...	154 2 3	543 15 3	23 7 4	6 1 2	6 1 4	142 4 3	74 3 2	14 11 7

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,91,697	82,575	3,29,321	2,24,907	18,20,602	3,21,189	10,26,219	40,96,510	93,21,575	
2,91,697	82,575	3,29,321	2,24,907	18,20,602	3,21,189	10,26,219	40,96,510	93,21,575	
1·06	2·92	9·98	3·05	28·37	4·33	3·98	53·69	100	
...	...	1·95	3·26	28·12	3·77	2·93	40·03	1 00	
...	...	·98	3·39	15·46	4·09	6·06	29·98	100	
3·13	·89	3·53	2·41	19·53	3·45	11·01	43·95	100	

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC IN

CLASS OF INSTITUTIONS.	Under Public Management.							
	Managed by Government.				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Collegiate Education.								
Arts Colleges.								
English { Males	1	543	532	459	...	...	...	...
English { Females	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	1	158	163	161	...	...	...	...
Engineering	...	..	..	...	...	...	...	...
Teaching { Males	2	317	331	313	...	...	...	...
Teaching { Females	...	...	...	...	...	...	...	...
Agriculture	1	38	35	28	...	...	...	...
Veterinary	1	172	175	174	...	...	...	...
Total	6	1,228	1,241	1,135	...	...	...	...
School Education, General.								
Secondary Schools.								
For Boys { High Schools	31	12,976	13,163	11,700	11	4,279	4,360	3,938
For Boys { Middle Schools { English	...	...	...	...	64	15,950	14,887	14,292
For Boys { Middle Schools { Vernacular	...	...	...	...	126	24,198	24,308	21,934
For Girls { High Schools	3	385	403	353	...	...	...	...
For Girls { Middle Schools { English	...	...	...	...	...	...	...	...
For Girls { Middle Schools { Vernacular	...	...	...	...	10	1,575	1,510	1,208
Total	34	13,361	13,566	12,053	211	46,002	45,065	41,372
Primary Schools.								
For Boys { Upper Primary Schools	4	762	720	639	2,608	147,091	140,280	123,257
For Boys { Lower " "	3	199	166	137	355	17,757	15,276	13,240
For Girls { Upper Primary Schools	...	...	...	...	461	20,125	18,941	15,788
For Girls { Lower " "	...	...	...	...	62	3,177	2,986	1,954
Total	7	961	886	776	3,486	188,150	177,483	154,239
School Education, Special.								
Schools for Special Instruction								
Training Schools for Masters	6	497	509	488	15	269	260	252
" " for Mistresses	1	64	60	57	1	8	7	7
Schools of Art	1	243	232	200	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools	1	366	368	361	...	...	...	...
Engineering and Surveying Schools	1	81	87	85	...	...	...	...
Technical and Industrial Schools	1	456	468	396	16	1,161	1,080	908
Commercial Schools	1	59	68	55	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Reformatory Schools	1	139	145	123	...	...	...	...
Other Schools	1	14	12	9	...	...	...	...
Total	14	1,919	1,949	1,784	32	1,438	1,347	1,167
Total of Colleges and Schools of Public Instruction	61	17,469	17,642	15,748	3,729	235,590	223,895	196,778
Private Institutions.								
1. *Advanced Teaching*—								
(*a*). Arabic or Persian	...	...	...	...	...	...	...	...
(*b*). Sanskrit	...	...	...	...	...	...	...	...
(*c*). Any other Oriental Classic	...	...	...	...	...	...	...	...
2. *Elementary teaching a Vernacular only or mainly*	...	...	...	...	...	...	...	...
3. *Elementary teaching the Quran, Shastras or other religious books by rote*	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standard*	...	...	...	...	...	...	...	...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

STITUTIONS.																
UNDER PRIVATE MANAGEMENT.																
Aided by Government or by District or Municipal Boards.				*Unaided.*						NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.			
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
4	943	859	771	3	1,579	1,445	1,328	8	3,065	3,048	1,608	5	2	42	192	1,821
1	6	6	5	...	...	...	...	1	6	6	...	6	...	6	...	...
1	105	116	82	...	...	...	...	1	105	97	95	10	...	1	57	2
...	...	...	...	1	112	101	100	1	112	...	...	...	...	1	9	71
...	...	...	...	...	...	...	...	1	158	...	...	...		3	20	98
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2	317	235	...	93	15	7	46	126
1	32	28	28	...	...	...	...	1	32	32	32	6	32	...	...	...
...	...	...	...	...	...	...	...	1	38	...	...	...	...	...	2	18
...	...	...	...	...	...	...	...	1	172	...	...	...	...	...	2	18
7	1,086	1,009	886	4	1,691	1,546	1,428	17	4,005	3,418	1,735	120	49	60	328	2,154
60	25,915	26,184	23,220	9	4,677	4,572	3,912	111	47,847	35,605	21,332	45,815	719	464	4,398	19,024
29	6,086	5,590	5,356	21	4,144	4,097	3,699	114	26,180	14,498	7,892	27,409	167	348	2,450	10,708
1	254	249	217	...	...	...	...	127	24,452	...	5,952	25,565	...	239	2,868	9,100
12	1,108	1,183	1,020	1	327	326	27	16	1,820	1,461	142	1,439	825	219	87	190
12	854	820	742	2	162	153	19	14	1,016	812	1	441	647	152	2	64
18	3,457	3,339	2,492	1	77	79	75	29	5,109	87	585	5,121	...	243	376	3,254
132	37,674	37,365	33,047	34	9,387	9,227	8,072	411	106,424	52,463	35,904	105,790	2,358	1,665	10,181	42,340
857	39,995	37,743	23,842	138	5,968	5,040	4,376	3,607	193,816	1,867	1,366	208,605	147	1,525	16,847	59,085
107	5,726	5,428	4,552	86	3,057	2,718	2,408	551	26,739	..	158	27,073	...	249	2,539	9,616
184	10,149	9,545	7,806	39	1,561	1,407	1,122	684	31,835	143	1,330	31,097	57	653	2,485	14,007
32	1,045	1,017	788	15	383	341	302	109	4,605	...	20	4,595	...	6	410	2,226
1,180	56,915	53,733	36,988	278	10,969	9,506	8,208	4,951	256,995	2,010	2,874	271,370	204	2,433	22,281	84,934
1	17	16	16	1	12	13	13	23	795	...	240	1,393	...	33	174	214
5	39	38	36	...	...	...	...	7	111	6	74	115	...	24	9	29
...	...	...	...	...	...	...	...	1	243	...	...	...	...	16	2	63
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	111	109	108	2	86	87	55	4	563	...	...	...	...	11	92	82	209
...	...	...	...	1	44	43	38	2	125	...	...	...	...	..	5	71
7	632	556	479	...	...	...	...	24	2,249	293	...	1,876	...	328	98	606
...	...	...	...	...	...	...	...	1	59	59	...	14	...	...	11	23
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	139	...	...	139	...	3	6	47
2	91	80	68	...	...	...	...	3	105	13	...	14	28	15	3	26
16	890	799	707	4	142	143	106	66	4,389	371	314	3,551	49	511	390	1,288
1,335	96,565	92,906	71,628	320	22,189	20,422	17,814	5,445	371,813	58,262	40,827	380,831	2,660	4,669	33,180	130,716
...	...	...	...	...	...	...	...	152	2,471	...	2,239	261	...	...	2	30
...	...	...	...	...	...	...	...	74	1,528	...	1,456	87	...	...	1,067	445
...	...	...	...	...	...	...	...	...	...	..						
...	...	...	...	...	For Boys	...	...	701	18,067	2	1,180	17,063	...	278	1 669	9,773
...	...	...	...	...	For Girls	...	...	97	2,386	...	201	2,185	...	77	189	1,036
...	...	...	...	...	For Boys	...	...	1,506	23,197	...	21,094	2,103	...	...	545	255
...	...	...	...	...	For Girls	...	...	884	13,422	...	13 351	119	...	...	40	424
...	...	...	...	...	For Boys	...	...	56	5,661	2,081	901	4,817	...	86	862	2,646
...	...	...	...	...	For Girls	...	...	22	1,411	223	47	1,187	69	12	139	849
					Total		...	3,492	68,143	2,306	40,469	27,822	69	453	4,513	15,458
					GRAND TOTAL		...	8,937	439,956	60,568	81,296	408,653	2,729	5,122	37,693	146,174

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

CLASS OF INSTRUCTIONS.	Classification of Scholars on the 31st of March according to Race or Creed—concluded.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
	Sikhs.	Muhammadans.	Buddhists.	Pársis.	Others.			
1	27	28	29	30	31	32	33	34
Collegiate Education.								
Arts Colleges.								
English { Males	365	638	5	...	...	7	...	
English { Females	..	...	...	...	...	...	...	
Oriental	11	34	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.								
Law	8	23	...	...	...	...	...	
Medicine	16	20	...	...	1	3	...	
Engineering	...	...	...	...	...	...	...	
Teaching { Males	35	85	2	...	1	2	...	
Teaching { Females	...	...	...	...	...	...	...	
Agriculture	7	11	...	...	...	...	...	
Veterinary	40	112	...	...	...	...	...	
Total	482	923	7	...	2	12	...	
School Education, General.								
Secondary Schools.								
For Boys { High Schools	6,150	16,970	4	21	97	15	...	
For Boys { Middle Schools { English	3,243	9,201	...	4	59	17	...	
For Boys { Middle Schools { Vernacular	2,993	9,201	...	...	51	9	...	
For Girls { High Schools	73	99	2	24	1	...	114	
For Girls { Middle Schools { English	118	1	...	32	...	...	128	
For Girls { Middle Schools { Vernacular	758	468	...	...	10	...	...	
Total	13,635	35,940	6	81	218	41	242	
Primary Schools.								
For Boys { Upper Primary Schools	26,491	88,394	14	4	1,309	959	...	
For Boys { Lower „ „	3,586	10,564	1	...	184	28	...	
For Girls { Upper Primary Schools	5,592	9,025	2	1	13	...	217	
For Girls { Lower „ „	692	1,271	...	...	...	...	11	
Total	36,361	109,254	17	5	1,506	987	228	
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters	48	326	...	...	...	...	...	
„ „ for Mistresses	9	40	...	...	...	...	...	
Schools of Art	26	136	...	...	...	...	...	
Law Schools	...	...	...	...	...	...	...	
Medical Schools	50	119	...	...	...	...	...	
Engineering and Surveying Schools	20	29	...	...	...	...	...	
Technical and Industrial Schools	224	985	1	...	7	...	...	
Commercial Schools	11	14	...	...	...	...	...	
Agricultural Schools	...	...	...	...	...	...	...	
Reformatory Schools	5	57	...	...	21	...	...	
Other Schools	7	11	...	5	...	...	...	
Total	400	1,717	1	5	28	...	...	
Total of Colleges and Schools of Public Instruction	50,878	147,834	31	91	1,754	1,040	470	
Private Institutions.								
1. *Advanced Teaching*—								
(a) Arabic or Persian	...	2,439	...	...	...	28	...	
(b) Sanskrit	16	...	...	...	...	10	...	
(c) Any other Oriental Classic	...	...	...	...	...	...	...	
2. *Elementary teaching a Vernacular only or mainly.* { For Boys	2 943	3,229	72	...	103	214	...	
2. *Elementary teaching a Vernacular only or mainly.* { For Girls	852	225	6	...	1	...	58	
3. *Elementary teaching the Quran, Shastras or other religious books by rote.* { For Boys	28	22,369	...	...	...	3,359	...	
3. *Elementary teaching the Quran, Shastras or other religious books by rote.* { For Girls	13	12,945	...	...	...	...	2,216	
4. *Other Schools not conforming to Departmental Standard* { For Boys	934	1,125	...	...	8	33	...	
4. *Other Schools not conforming to Departmental Standard* { For Girls	47	291	4	...	...	...	33	
Total	4,833	42,623	82	...	112	3,644	2,307	
Grand Total	55,711	190,457	113*	91	1,866	4,684	2,777	

* Jains.

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1913-14.

1		Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
		2	3	4	5	6	7	8	9	10	11
COLLEGIATE EDUCATION—											
Arts Colleges—											
English	Male ...	1	40	191	1,818	365	638	5	...	...	
	Female ...	1	8	1	3	...	...	...	...	...	
Oriental	Male ...	...	1	57	2	11	34	..	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Colleges for Professional Training—											
Law	Male ...	...	1	9	71	8	23	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medicine	Male ...	...	...	20	98	16	20	...	...	1	
	Female ...	...	3	...	...	...	...	...	...	...	
Engineering	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Teaching	Male ...	15	5	46	126	35	85	2	...	1	
	Female ...	32	2	...	...	...	...	...	...	...	
Agriculture	Male ...	...	...	2	18	7	11	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Veterinary	Male ...	...	...	2	18	40	112	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
	Total ...	49	60	328	2,154	482	923	7	...	2	
SCHOOL EDUCATION—GENERAL—											
Secondary Schools—											
For boys—											
High Schools ...	Male ..	704	464	4,338	19,024	6,150	16,970	4	21	97	
	Female ...	15	...	...	...	...	...	...	...	...	
Middle Schools—											
English	Male ...	150	348	2,450	10,708	3,243	9,201	...	4	59	
	Female ...	17	...	...	...	...	...	...	...	...	
Vernacular ...	Male ...	...	239	2,868	9,099	2,986	9,200	....	...	51	
	Female ...	...	...	...	1	7	1	...	...	...	
For Girls—											
High Schools ...	Male ...	99	7	1	1	3	1	...	2	...	
	Female ...	726	212	86	189	370	98	2	22	1	
Middle Schools—											
English	Male ...	115	...	1	...	...	...	...	12	...	
	Female ...	532	152	1	64	118	1	...	20	...	
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	243	376	3,254	758	468	...	...	10	
	Total ...	2,358	1,665	10,181	42,340	13,635	35,940	6	81	218	
Primary Schools—											
For Boys—											
Upper Primary ...	Male ...	83	1,485	16,825	58,904	26,418	87,817	14	4	1,307	
	Female ...	64	40	22	181	73	577	...	...	2	
Lower Primary ...	Male ...	...	249	2,531	9,602	3,536	10,558	1	...	184	
	Female ...	...	...	8	14	...	6	...	...	...	
For Girls—											
Upper Primary ...	Male ...	25	...	9	40	34	109	...	...	...	
	Female ...	32	653	2,476	13,967	5,558	8,916	2	1	13	
Lower Primary ...	Male ...	...	...	...	11	...	...	...	...	...	
	Female ...	...	6	410	2,215	692	1,271	...	...	...	
	Total ...	204	2,433	22,281	84,934	36,361	109,254	17	5	1,506	

*Jains.

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1913-14.

—		Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Pársis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—SPECIAL—*concluded.*											
Schools for Special Instruction.											
Training Schools ...	Male ...	...	33	174	214	48	326	...	...	...	
	Female ...	...	24	9	29	9	40	...	...	...	
Schools of Art ...	Male ...	...	16	2	63	26	136	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medical Schools ...	Male ...	...	2	82	207	50	111	...	...	...	
	Female ...	11	90	...	2	...	8	...	...	...	
Engineering and Surveying Schools.	Male ...	...	...	5	71	20	29	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Industrial Schools ...	Male ...	...	51	82	529	224	985	1	...	7	
	Female ...	...	277	16	77	...	...	...	...	...	
Commercial Schools ...	Male ...	...	...	11	23	11	14	...	...	...	
Reformatory Schools ...	Male ...	...	3	6	47	5	57	...	...	21	
	Female ...	...	...	...	...	...	...	...	...	...	
Other Schools ...	Male ...	2	10	3	26	6	11	...	1	...	
	Female ...	36	5	...	...	1	...	...	4	...	
Total ...		49	511	390	1,288	400	1,717	1	5	28	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		2,660	4,669	33,180	130,716	50,878	147,834	31	91	1,754	
PRIVATE INSTITUTIONS—											
1. ADVANCED TEACHING—											
(*a*) Arabic or Persian ...	Male ...	...	...	2	30	...	2,411	...	...	...	
	Female ...	...	...	...	...	...	28	...	...	...	
(*b*) Sanskrit ...	Male ...	...	...	1,057	445	16	...	...	...	...	
	Female ...	...	...	10	...	...	...	...	...	...	
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—											
For Boys	Male ...	...	278	1,667	9,729	2,858	3,151	72	...	98	
	Female ...	...	...	2	44	85	78	...	...	5	
For Girls	Male ...	...	...	...	10	46	2	...	...	...	
	Female ...	...	77	189	1,026	806	223	6	...	1	
3. ELEMENTARY TEACHING—THE QORAN ONLY—											
For Boys	Male ...	...	...	545	255	28	19,010	...	...	...	
	Female ...	...	...	...	...	...	3,359	...	...	...	
For Girls	Male ...	...	...	...	...	...	2,216	...	...	...	
	Female ...	...	...	40	424	13	10,729	...	...	...	
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARD											
For Boys	Male ...	...	73	857	2,632	934	1,124	...	...	8	
	Female ...	...	13	5	14	...	...	...	...	...	
For Girls	Male ...	33	...	...	...	...	...	...	...	...	
	Female ...	36	12	139	849	47	291	4	...	...	
TOTAL OF PRIVATE INSTITUTIONS ...		69	453	4,513	15,458	4,833	42,623	82	...	112	
GRAND TOTAL ...		2,729	5,122	37,693	146,174	55,711	190,457	*113	91	1,866	

*Jains.

EDUCATION—GENERAL TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1913-14.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.									Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																							
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*											*Hindus.*									
	Number of Institutions.	Number of Scholars on the rolls, on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collegiate Education. Teaching ... Male	1	14	16	16	...	...	...	...	...	...	...	...	1	14	14	...	11	14	...	...	...	...	...	...	...	...	...	...	
Collegiate Education. Teaching ... Female	...	...	...	...	1	32	28	28	...	...	...	...	1	32	32	32	6	32	...	...	...	...	...	...	...	...	...	...	
SECONDARY SCHOOLS.																													
School Education, General. For Boys... High Schools	2	449	453	424	3	293	309	256	...	...	...	...	5	742	741	129	610	715	2	...	8	...	2	...	14	1	15	...	
School Education, General. For Boys... Middle Schools, English	...	...	...	...	3	167	184	163	..	...	...	...	3	167	124	22	69	167	...	...	...	...	...	...	...	...	17	...	
School Education, General. „ Girls... High Schools	2	333	354	310	7	519	645	571	...	...	...	...	9	852	852	10	351	825	14	1	1	...	2	...	8	1	...	110	
School Education, General. „ Girls... Middle Schools, English	...	...	...	...	10	681	643	592	...	...	...	...	10	681	681	1	106	647	...	2	...	...	...	...	32	...	...	128	
TOTAL	5	796	823	750	24	1,692	1,809	1,610	...	...	...	...	29	2,488	2,444	195	1,153	2,400	16	3	9	...	4	...	54	2	32	238	
PRIMARY SCHOOLS.																													
School Education, General. For Boys... Upper Primary Schools	...	...	...	...	4	153	134	116	...	...	...	...	4	153	153	...	175	147	...	2	...	...	...	...	4	...	64	...	
School Education, General. For Boys... Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
School Education, General. „ Girls... Upper Primary Schools	...	...	...	...	2	60	58	51	...	...	...	...	2	60	60	...	38	57	2	...	...	...	...	...	1	...	...	25	
School Education, General. „ Girls... Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
TOTAL	...	...	...	...	6	213	192	167	...	...	...	...	6	213	213	...	213	204	2	2	...	...	...	...	5	..	64	25	
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION	5	796	823	750	30	1,905	2,001	1,777	...		...	...	35	2,701	2,657	195	1,366	2,604	18	5	9	...	4	...	59	2	96	263	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard — For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard — „ Girls	2	69	69	...	...	...	...	...	...	...	...	...	2	69	69	...	...	69	...	...	...	...	...	...	...	...	...	33	
TOTAL	2	69	69	...	...	...	...	...	...	...	...	...	2	69	69	...	...	69	...	...	...	...	...	...	...	...	...	33	
GRAND TOTAL	37	2,770	2,726	195	1,366	2,673	18	5	9	...	4	...	59	2	96	296	

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.			PUBLIC					
			UNDER PUBLIC					
			Managed by Government.					
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
		ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	English	Male	98,880	...	...	53,338	...	...	1,52,218
		Female	...	...	...	...	...	...	...
	Oriental		...	...	...	...	...	...	...
		COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING							
	Law		...	...	...	...	...	...	...
	Medicine		1,24,303	4,276	2,507	12,184	...	...	1,43,270
	Engineering		...	...	...	...	...	...	...
	Teaching	Male	1,08,421	1,691	138	...	...	5,101	1,15,351
		Female	...	...	...	...	...	...	...
	Agriculture		53,286	...	...	5,136	...	...	58,422
	Veterinary		47,489	...	...	8,357	...	(a) 44,094	99,940
		Total	4,32,379	5,967	2,645	79,015	...	49,195	5,69,201
		SECONDARY SCHOOLS.							
School Education, General.	For Boys	High Schools	2,06,073	3,452	7,502	2,99,523	47	(b) 27,379	5,43,976
		Middle Schools English	...	...	...	...	...	...	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
	For Girls	High Schools	27,440	...	...	9,361	...	(d) 15,774	52,575
		Middle Schools English	...	...	...	...	...	...	...
		Middle Schools Vernacular	...	...	...	...	...	...	...
		Total	2,33,513	3,452	7,502	3,08,884	47	43,153	5,96,551
		PRIMARY SCHOOLS.							
	For Boys	Upper Primary Schools	3,707	...	...	4,732	...	...	8,439
		Lower Primary Schools	2,526	...	...	344	...	...	2,870
	For Girls	Upper Primary Schools	...	...	...	...	...	...	...
		Lower Primary Schools	...	...	...	...	...	...	...
		Total	6,233	...	...	5,076	...	...	11,309
		SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special.	Training Schools for Masters		82,368	...	...	...	...	...	82,368
	Training Schools for Mistresses		12,927	...	...	...	...	...	12,927
	Schools of Art		32,652	...	...	543	...	...	33,195
	Law Schools		...	...	...	...	...	...	...
	Medical Schools		11,265	...	...	7,142	...	...	18,407
	Engineering and Surveying Schools		27,920	...	...	5,904	...	...	33,824
	Technical and Industrial Schools		11,808	...	...	732	...	676	13,216
	Commercial Schools		3,024	...	...	3,191	...	...	6,215
	Agricultural Schools		...	...	...	...	...	...	...
	Reformatory Schools		29 932	...	...	...	...	...	29,932
	Other Schools		1,062	...	...	...	...	31	1,093
		Total	2,12,958	...	...	17,512	...	707	2,31,177
Buildings			6,08,921	...	...	...	...	20,279	6,29,200
Furniture and Apparatus (Special Grants only)			1,05,781	...	...	3,250	...	23,054	1,32,085
		Total	7,14,702	...	...	3,250	...	43,333	7,61,285
University			...	...	...	...	...	...	...
Direction			...	...	...	...	...	...	...
Inspection			...	...	...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...	...	...
	Medical Colleges		...	...	...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...	...	...
	Secondary Schools		...	...	...	...	...	...	...
	Primary Schools		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...	...
	Other Special Schools		...	...	...	...	...	...	...
Boarding-houses			...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			15,99,785	9,419	10,147	4,13,737	47	1,36,388	21,69,523

(a), (b), (d), (f) and (h) for note

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	29,555	300	967	71,186	29,955	43,631	1,75,594
...	...	...	...	...	...	...	1,200	...	...	229	...	...	1,429
...	...	...	...	...	...	...	23,706	...	...	294	...	...	24,060
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	11,100	...	...	2,334	..	4,476	17,910
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	65,621	300	967	74,043	29,955	48,107	2,18,993
...	12,243	10,728	78,268	...	63	1,01,302	1,61,283	4,787	37,342	4,26,732	57,298	72,447	7,59,889
...	22,686	48,054	1,78,452	3,612	2,826	2,55,630	30,766	4,205	3,832	58,305	13,794	10,720	1,21,622
...	1,63,639	17,352	54,444	2,332	351	2,38,118	...	672	...	408	...	1,321	2,401
...	...	...	...	...	...	...	67,029	...	3,172	32,672	6,503	7,678	1,17,054
...	...	...	...	...	...	...	35,072	...	849	17,844	468	2,839	57,072
293	2,203	18,583	2	...	7	21,088	8,736	3,505	9,553	1,202	10,187	8,561	41,744
293	2,00,771	94,717	3,11,166	5,944	3,247	6,16,138	3,02,886	13,169	54,748	5,37,163	88,250	1,03,566	10,99,782
...	7,79,401	10,774	85,571	591	1,160	8,77,497	7,040	81,946	12,928	15,933	16,747	14,997	1,49,591
...	46,883	44,402	9,932	188	156	1,01,561	913	7,677	4,246	3,854	10,336	4,715	31,741
2,861	1,12,554	40,698	8	231	81	1,56,433	3,506	16,502	17,240	2,769	15,859	32,150	88,026
440	2,024	14,431	...	14	1	16,910	3,744	1,600	942	374	1,716	578	8,954
3,301	9,40,862	1,10,305	95,511	1,024	1,398	11,52,401	15,203	1,07,725	35,356	22,930	44,658	52,440	2,78,312
...	27,534	...	16	...	...	27,550	610	...	...	...	...	62	672
341	...	...	...	...	...	341	1,506	...	...	162	...	1,885	3,553
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	19,599	...	1,200	1,428	10,879	4,664	37,770
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	13,921	9,909	840	55	54	24,779	5,389	2,838	2,652	1,363	10,786	10,241	33,269
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	7,892	...	...	1,536	1,211	...	10,639
341	41,455	9,909	856	55	54	52,670	34,996	2,838	3,852	4,489	22,876	16,852	85,903
(*j*)173	6,17,151	70,649	...	17,967	600	7,06,540	1,92,398	229	...	219	1,00,499	87,583	3,80,928
(*h*)...	82,857	17,718	...	...	888	1,01,463	16,471	...	951	...	16,442	33,018	66,882
173	7,00,008	88,367	...	17,967	1,488	8,08,003	2,08,869	229	951	219	1,16,941	1,20,601	4,47,810
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,108	18,83,096	3,03,298	4,07,533	24,990	6,187	26,29,212	6,27,575	1,24,261	95,874	6,33,844	3,02,680	3,41,566	21,30,800

see "Remarks" column, page XIII.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—concld.				TOTAL EXPENDI	
	Under Private Management—*concluded*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English (Male)	66,541	19,563	16,552	1,02,656	1,28,435	300
Collegiate Education. — English (Female)	...	...	...	...	1,200	...
Collegiate Education. — Oriental	...	...	...	...	23,766	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law	13,018	...	7,922	20,940	...	...
Collegiate Education. — Medicine	...	...	...	...	1,24,303	4,276
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching (Male)	...	...	...	...	1,08,421	1,691
Collegiate Education. — Teaching (Female)	...	...	...	...	11,100	...
Collegiate Education. — Agriculture	...	...	...	...	53,286	...
Collegiate Education. — Veterinary	...	...	...	...	47,489	...
Total	79,559	19,563	24,474	1,23,596	4,98,000	6,267
SECONDARY SCHOOLS.						
School Education, General. — For Boys — High Schools	58,168	12,682	12,381	83,231	3,67,356	20,482
School Education, General. — For Boys — Middle Schools — English	39,474	17,863	(*e*)4,752	62,089	30,766	27,318
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	1,64,311
School Education, General. — For Girls — High Schools	...	...	6,343	6,343	94,469	...
School Education, General. — For Girls — Middle Schools — English	63	867	2,822	3,752	35,072	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	1,011	1,011	9,029	5,708
Total	97,705	31,412	27,309	1,56,426	5,36,692	2,17,819
PRIMARY SCHOOLS.						
School Education, General. — For Boys — Upper Primary Schools	2,373	6,252	2,634	11,259	10,747	8,61,347
School Education, General. — For Boys — Lower Primary Schools	594	4,255	2,660	7,509	3,439	54,560
School Education, General. — For Girls — Upper Primary Schools	7	4,146	(*e*)3,062	7,215	6,367	1,29,061
School Education, General. — For Girls — Lower Primary Schools	...	343	...	343	4,184	3,624
Total	2,974	15,096	8,356	26,426	24,737	10,48,592
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	1,058	1,058	32,978	27,534
School Education, Special. — Training Schools for Mistresses	...	...	...	...	14,774	...
School Education, Special. — Schools of Art	...	...	...	...	32,652	...
School Education, Special. — Law Schools	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	360	1,440	1,800	30,864	...
School Education, Special. — Engineering and Surveying Schools	1,704	...	1,618	3,322	27,920	...
School Education, Special. — Technical and Industrial Schools	...	...	...	...	17,197	16,759
School Education, Special. — Commercial Schools	...	...	...	...	3,024	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	...	...	...	...	29,932	...
School Education, Special. — Other Schools	...	...	...	...	8,954	...
Total	1,704	360	4,116	6,180	2,48,295	44,293
Buildings (Special Grants only)	49	42,678	61,207	1,03,934	8,01,492	6,17,380
Furniture and Apparatus	2,138	5,176	13,445	20,759	1,22,252	82,857
Total	2,187	47,854	74,652	1,24,693	9,23,744	7,00,237
University	...	...	...	...	30,000	...
Direction	...	...	...	...	82,575	...
Inspection	...	...	...	...	2,81 859	42,949
Scholarships held in — Arts Colleges	...	...	...	...	15,490	1,277
Scholarships held in — Medical Colleges	...	...	...	...	4,021	1,053
Scholarships held in — Other Professional Colleges	...	...	...	...	4,504	2,492
Scholarships held in — Secondary Schools	...	...	...	...	28,765	54,595
Scholarships held in — Primary Schools	...	...	...	...	16,267	1,303
Scholarships held in — Medical Schools	...	...	...	...	13,226	1,860
Scholarships held in — Technical and Industrial Schools	...	...	...	...	3,847	8,934
Scholarships held in — Other Special Schools	...	...	...	...	...	...
Boarding-houses	...	...	...	...	71,031	30,709
Miscellaneous	...	...	...	...	41,366	33,490
Total	...	...	...	...	5,92,951	1,78,667
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,84,129	1,14,285	1,38,907	4,37,321	28,24,419	(*i*)21,95,875

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14—*concluded.*

TURE FROM					
		ALL OTHER SOURCES.			
Municipal Funds.	Fees.	Private.	*Public* Imperial contributions.	GRAND TOTAL.	REMARKS.
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
967	1,91,065	1,09,701	...	4,30,468	
...	229	...	...	1,429	(*a*) From Imperial Revenues.
...	294	...	...	24,060	(*b*) Includes Rs. 17,783 from Imperial Revenues.
					(*d*) Includes Rs. 15,722 from Imperial Revenues.
...	13,018	7,922	...	20,940	
2,507	12,184	...	...	1,43,270	(*f*) In addition to Rs. 173 grants amounting to Rs. 9,23,995 made to District and Municipal Boards from Imperial and Provincial funds towards the construction of school buildings.
...	...	...	...		
138	...	5,101	...	1,15,351	
...	2,334	4,476	...	17,910	(*h*) Grants amounting to Rs. 2,515 made to District and Municipal Boards from Provincial Funds for furniture and apparatus.
...	5,136	...	...	58,422	
...	8,357	...	44,094	99,940	
3,612	2,32,617	1,27,200	44,094	9,11,790	
55,572	8,62,691	1,64,514	17,783	14,88,398	
51,886	2,76,231	53,140	...	4,39,341	(*c*) Includes Rs. 427 from District Funds.
17,352	54,852	4,004	...	2,40,519	
3,172	42,033	20,576	15,722	1,75,972	
849	17,907	6,096	...	60,324	
28,136	1,204	19,766	...	63,843	
1,56,967	12,54,918	2,68,996	33,505	24,68,897	
23,702	1,08,609	42,381	...	10,46,786	
48,648	14,724	22,410	...	1,43,781	
57,938	2,784	55,524	...	2,51,674	(*e*) Includes Rs. 5 from District Funds.
15,373	374	2,652	...	26,207	
1,45,661	1,26,491	1,22,967	...	14,68,448	
...	16	1,120	...	1,11,648	
...	162	1,885	...	16 831	
...	543	...	...	33,195	
...	...	...	...	...	
1,200	8,570	17,343	...	57,977	
...	7,608	1,618	...	37,146	
12,561	2,935	21,812	...	71,264	
...	3,191	...	...	6,215	
...	...	...	...	...	
...	...	...	...	29,932	
...	1,536	1,242	...	11,732	
13,761	24,561	45,020	...	3,75,930	
70,649	268	3,30,813	...	(*g*) 18,20,602	(*g*) Revised figures received after compilation has been completed show an additional expenditure of Rs. 16,458 from Provincial Revenues.
18,669	5,388	88,996	3,027	3,21,189	(*i*) Includes the following items :—
89,318	5,656	4,19,809	3,027	21,41,791	(1) Rs. 7,22,914 from Imperial Revenues for Primary Education.
...	1,51,146	12,551	98,000	2,91,697	(2) Rs. 21,996 from Imperial Revenues for training classes.
...	...	...	...	82,575	(3) Rs. 5,684 from Imperial Revenues for Industrial Education.
4,513	...	...	...	3,29,321	(4) Rs. 7,67,643 from Imperial Revenues for School buildings.
1,787	...	21,779	...	40,333	(5) Rs. 2,01,200 from Provincial Revenues for Primary Education.
212	...	904	...	6,195	(6) Rs. 1,300 from Provincial Revenues for training classes.
240	...	10,478	...	17,714	(7) Rs. 1,420 from Provincial Revenues for Industrial Education.
8,096	...	4,053	...	95,509	(8) Rs. 2,000 from Provincial Revenues for School furniture.
1,894	...	166	...	19,630	(9) Rs. 2,800 from Provincial Revenues for the maintenance of Secondary Schools.
488	...	12,755	...	28,329	
2,779	...	1,637	...	17,197	(*j*) Includes the following items :—
...	...	...	...	...	(1) Rs. 1,00,895 from Imperial Revenues for Primary Education.
6,324	3,85,115	2,15,702	18,768	7,27,649	(2) Rs. 6,641 from Imperial Revenues for the maintenance of certain schools.
21,349	40,969	76,048	85,348	2,98,570	(3) Rs. 90,227 from Imperial Revenues for School buildings.
					(4) Rs. 1,301 from Provincial Funds for Industrial Education.
47,682	5,77,230	3,56,073	2,02,116	19,54,719	(5) Rs. 10,360 from Provincial Funds for the maintenance of Secondary Schools.
					(6) Rs. 1,099 from Provincial Revenues for School buildings.
(*j*)4,57,001	22,21,473	13,40,065	2,82,742	93,21,575	(7) Rs. 515 from Provincial Revenues for School furniture.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	Under Public Management.							Under Private			
	Managed by Government.							*Aided by Government Municipal*			
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education — Teaching — Male	22,864	...	...	...	...	...	22,864	...	...	...	...
Collegiate Education — Teaching — Female	...	...	...	...	...	...	...	11,100	...	...	2,334
Total	22,864	...	...	...	...	...	22,864	11,100	...	...	2,334
SECONDARY SCHOOLS.											
School Education, General. — For Boys... High Schools	21,538	...	...	8,733	...	17,783 (a)	48,054	27,898	...	...	41,242
School Education, General. — For Boys... Middle Schools, English	...	...	...	...	...	...	...	13,360	...	...	6,069
School Education, General. — For Girls... High Schools	10,769	...	...	5,932	...	15,722 (b)	32,423	57,062	...	...	27,019
School Education, General. — For Girls... Middle Schools, English	...	...	...	...	...	...	...	33,988	...	...	17,844
Total	32,307	...	...	14,665	...	33,505	80,477	1,32,308	...	...	92,174
PRIMARY SCHOOLS.											
School Education, General. — For Boys... Upper Primary Schools	...	...	...	...	...	...	...	5,310	...	...	2,518
School Education, General. — For Boys... Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls... Upper Primary Schools	...	...	...	...	...	...	...	3,015	...	...	1,837
School Education, General. — For Girls... Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	8,325	...	...	4,355
Buildings	77,892	...	...	...	...	2,075 (c)	79,967	54,314	...	...	...
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	14,895	14,895	8,121	...	...	...
Total	77,892	...	...	...	...	16,970	94,862	62,435	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Training Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,33,063	...	...	14,665	...	50,475	1,98,203	2,14,168	...	...	98,863

TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1913-14.

TUTIONS.							TOTAL EXPENDITURE FROM							
MANAGEMENT.														
or by District or Boards			*Unaided.*								*All other sources.*			REMARKS.
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	Grand Total.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	22,864	...	...	...	...	...	22,864	
...	4,476	17,910	...	...	...	...	11,100	...	...	2,334	4,476	...	17,910	
...	4,476	17,910	...	...	...	...	33,964	...	...	2,334	4,476	...	40,774	
...	...	69,140	...	...	...	...	49,436	...	...	49,975	...	17,783	1,17,194	(a) From Imperial Revenues.
1,211	258	20,898	...	...	...	...	13,360	...	...	6,069	1,469	...	21,898	
...	...	84,081	...	...	...	...	67,831	...	...	32,951	...	15,722	1,16,504	(b) From Imperial Revenues.
...	...	51,832	...	...	...	...	33,988	...	...	17,844	...	...	51,832	
1,211	258	2,25,951	...	...		...	1,64,615	...	...	1,06,839	1,469	33,505	3,06,428	
100	3,275	11,203	..	...	...	...	5,310	...	...	2,518	3,375	...	11,203	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
110	1,321	6,283	...	...	...	...	3,015	...	...	1,837	1,431	...	6,283	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
210	4,596	17,486	...	...	...	...	8,325	...	...	4,355	4,806	...	17,486	
500	39,860	94,674	...	...	...	...	1,32,206	...	...	...	42,435	...	1,74,641	
...	1,714	9,835	...	...	...	...	8,121	...	...	...	13,582	3,027	24,730	(c) Includes Rs. 3,027 from Imperial Revenues.
500	41,574	1,04,509	...	...	...	...	1,40,327	...	...	...	56,017	3,027	1,99,371	
...	...	...	...	...	...	...	17,774	...	...	...	...	...	17,774	
...	...	...		...	...	...	2,900	...	...	...	...	...	2,900	
...	...	..	...	...	...	...	10,561	...	...	...	...	...	10,561	
...	...	...	...	...	...	...	30,739	...	...	1,78,913	67,044	18,768	2,95,464	
...	...	...	...	...	...	...	412	...	...	40,969	66,588	85,348	1,93,317	
...	...	...	...	...	...	...	62,386	...	...	2,19,882	1,38,632	1,04 116	5,20,016	
1,921	50,904	3,65,856	...	...	...	...	4,09,617	...	...	3,33,410	2,00,400	1,40,648	10,84,075	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total
SECONDARY SCHOOLS.										
For Boys.	Government	English	31	12,976	2,304	...	2,304	4,614	...	4,614
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	39	10,008	290	...	290	3,122	...	3,122
		Vernacular	113	21,858	...	...	...	5,466	...	5,466
	Municipal	English	36	10,221	190	...	190	2,825	...	2,825
		Vernacular	13	2,340	...	...	...	480	...	480
	Aided	English	89	32,001	4,214	...	4,214	9,606	1	9,607
		Vernacular	1	254	...	...	...	35	...	35
	Unaided	English	30	8,821	897	...	897	2,884	...	2,884
		Vernacular	...	...	...	...	...	...	...	...
	Total		352	98,479	7,895	...	7,895	29,032	1	29,033
For Girls.	Government	English	3	385	...	25	25	...	108	108
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	2	188	...	...	...	...	18	18
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	8	1,387	...	...	...	...	161	161
	Aided	English	24	1,962	...	109	109	8	473	481
		Vernacular	18	3,457	...	...	...	...	322	322
	Unaided	English	3	489	...	11	11	...	65	65
		Vernacular	1	77	...	...	...	...	10	10
	Total		59	7,945	...	145	145	8	1,157	1,165
TOTAL SECONDARY SCHOOLS			411	106,424	7,895	145	8,040	29,040	1,158	30,198
PRIMARY SCHOOLS.										
Upper Primary Schools.										
For Boys.	Government		4	762	...	...	...	...	...	...
	District Board		2,596	145,230	...	...	...	...	...	...
	Municipal		12	1,861	...	...	...	...	...	...
	Aided		857	39,995	...	...	...	...	...	...
	Unaided		138	5,968	...	...	...	...	...	...
	Total		3,607	193,816	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		374	14,883	...	...	...	...	...	...
	Municipal		87	5,242	...	...	...	...	...	...
	Aided		184	10,149	...	...	...	...	...	...
	Unaided		39	1,561	...	...	...	...	...	...
	Total		684	31,835	...	...	...	...	...	...
TOTAL UPPER PRIMARY SCHOOLS			4,291	225,651	...	...	...	...	...	...
Lower Primary Schools.										
For Boys.	Government		3	199	...	...	...	...	...	...
	District Board		284	10,610	...	...	...	...	...	...
	Municipal		71	7,147	...	...	...	...	...	...
	Aided		107	5,726	...	...	...	...	...	...
	Unaided		86	3,057	...	...	...	...	...	...
	Total		551	26,739	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		16	375	...	...	...	...	...	...
	Municipal		46	2,802	...	...	...	...	...	...
	Aided		32	1,045	...	...	...	...	...	...
	Unaided		15	383	...	...	...	...	...	...
	Total		109	4,605	...	...	...	...	...	...
TOTAL LOWER PRIMARY SCHOOLS			660	31,344	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			4,951	253,995	...	...	...	...	...	...
GRAND TOTAL			5,362	363,419	7,895	145	8,040	29,040	1,158	30,198

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1913-14.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,017	...	3,017	3,027	14	3,041	...	...	...	12,962	14	12,976
...	...	...	...	...	...	...	...	...	...	...	...
3,447	...	3,447	3,149	...	3,149	...	...	...	10,008	...	10,008
3,905	...	3,905	12,249	8	12,257	230	...	230	21,850	8	21,858
2,782	...	2,782	4,264	...	4,264	160	...	160	10,221	...	10,221
443	...	443	1,416	1	1,417	...	...	...	2,339	1	2,340
8,016	4	8,020	10,007	13	10,020	140	...	140	31,983	18	32,001
42	...	42	177	...	177	...	...	...	254	...	254
2,397	...	2,397	2,643	...	2,643	...	...	...	8,821	...	8,821
...	...	...	...	...	...	...	...	...	...	...	...
24,049	4	24,053	36,932	36	36,968	530	...	530	98,438	41	98,479
2	108	110	41	101	142	...	...	...	43	342	385
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	32	32	...	120	120	...	18	18	...	188	188
...	...	...	...	...	...	...	...	...	...	...	...
...	407	407	...	819	819	...	...	...	...	1,387	1,387
24	379	403	167	802	969	...	...	...	199	1,763	1,962
...	737	737	...	2,041	2,041	...	357	357	...	3,457	3,457
...	106	106	...	292	292	...	15	15	...	489	489
...	9	9	...	58	58	...	...	...	...	77	77
26	1,778	1,804	208	4,233	4,441	...	390	390	242	7,703	7,945
24,075	1,782	25,857	37,140	4,269	41,409	530	390	920	98,680	7,744	106,424
296	...	296	466	...	466	...	...	...	762	...	762
26,318	8	26,326	117,851	60	117,911	993	...	993	145,162	68	145,230
711	...	711	1,085	...	1,085	65	...	65	1,861	...	1,861
3,750	16	3,766	35,417	752	36,169	60	...	60	39,227	768	39,995
334	...	334	5,485	123	5,608	26	...	26	5,845	123	5,968
31,409	24	31,433	160,304	935	161,239	1,144	...	1,144	192,857	959	193,816
...	...	...	...	...	...	...	...	...	...	...	...
...	1,941	1,941	1	12,578	12,579	...	363	363	1	14,882	14,883
...	626	626	...	4,605	4,605	...	11	11	...	5,242	5,242
3	1,200	1,203	184	8,335	8,519	...	427	427	187	9,962	10,149
...	99	99	29	1,418	1,447	...	15	15	29	1,532	1,561
3	3,866	3,869	214	26,936	27,150	...	816	816	217	31,618	31,835
31,412	3,890	35,302	160,518	27,871	188,389	1,144	816	1,960	193,074	32,577	225,651
...	...	...	199	...	199	...	...	...	199	...	199
...	...	...	10,539	19	10,558	52	...	52	10 591	19	10,610
...	...	...	6,806	...	6,806	341	...	341	7,147	...	7,147
...	...	...	5,664	9	5,673	53	...	53	5.717	9	5,726
...	...	...	3,001	...	3,001	56	...	56	3,057	...	3,057
...	...	...	26,209	28	26,237	502	...	502	26,711	28	26,739
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	375	375	...	...	...	...	375	375
...	...	...	...	2,802	2,802	...	...	...	...	2,802	2,802
...	...	...	11	937	948	...	97	97	11	1,034	1,045
...	...	...	...	383	383	...	...	...	...	383	383
...	...	...	11	4,497	4,508	...	97	97	11	4,594	4,605
...	...	...	26,220	4,525	30,745	502	97	599	26,722	4,622	31,344
31,412	3,890	35,302	186,738	32 396	219,134	1,646	913	2,559	219,796	37,199	256,995
55,487	5,672	61,159	223,878	36,665	260,543	2,176	1,303	3,479	318,476	44,943	363,419

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
			1		
			Boys.	Girls.	Total.
Secondary Schools.					
For Boys ... Government, English ...	2	449	49	...	49
For Boys ... Aided „ ...	6	460	64	...	64
For Boys ... Unaided „ ...	...	...	...	...	...
For Boys Total ...	8	909	113	...	113
For Girls ... Government, English ...	2	333	...	21	21
For Girls ... Aided „ ...	17	1,200	...	60	60
For Girls Total ...	19	1,533	...	81	81
Total Secondary Schools ...	27	2,442	113	81	194
Primary Schools.					
Upper Primary Schools.					
For Boys ... Aided	4	153	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys Total ...	4	153	...	...	...
For Girls ... Aided	2	60	...	...	...
For Girls Total ...	2	60	...	...	...
Total Upper Primary Schools ...	6	213	...	...	...
Lower Primary Schools.					
For Boys ... Aided	...	...	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys Total ...	...	...	...	...	...
For Girls ... Aided	...	...	...	...	...
For Girls Total ...	...	...	...	...	...
Total Lower Primary Schools ...	...	...	...	...	...
Total Primary Schools ...	6	213	...	...	...
Grand Total ...	33	2,655	113	81	194

TABLE V (A).

EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE OFFICIAL YEAR 1913-1914.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
192	...	192	108	...	108	86	14	100	435	14	449
183	1	184	88	4	92	107	13	120	442	18	460
...	...	...	...	...	...	...	...	...	...	...	...
375	1	376	196	4	200	193	27	220	877	32	909
...	98	98	...	88	88	39	87	126	39	294	333
8	333	341	24	229	253	167	379	546	199	1,001	1,200
8	431	439	24	317	341	206	466	672	238	1,295	1,533
383	432	815	220	321	541	399	493	892	1,115	1,327	2,442
...	...	...	10	13	23	79	51	130	89	64	153
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	10	13	23	79	51	130	89	64	153
...	...	...	3	10	13	22	25	47	25	35	60
...	...	...	3	10	13	22	25	47	25	35	60
...	...	...	13	23	36	101	76	177	114	99	213
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	13	23	36	101	76	177	114	99	213
383	432	815	233	344	577	500	569	1,069	1,229	1,426	2,655

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	2	1	4	26	17	2	8	53
2. Bachelor of Arts	1	4	2	7	59	142	148	58	407
3. M. Sc.	1	...	...	1	7	...	...	...	7
4. B. Sc.	1	2	1	4	37	23	2	...	62
5. Intermediate Science Faculty	1	2	2	5	64	54	95		213
6. Intermediate Arts Faculty	1	5	3	9	54	206	417	76	753
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	1	...	1	...	25	...	47	72
3. „ „ Gurmukhi	...	1	...	1	...	2	...	26	28
3. „ „ Arabic	...	1	...	1	...	13	...	18	31
3. „ „ Persian	...	1	...	1	...	5	...	32	37
4. High Proficiency in Sanskrit	...	1	...	1	...	21	...	73	94
4. „ „ „ Arabic	...	1	...	1	...	1	...	1	2
4. „ „ „ Persian	...	1	...	1	...	1	...	3	4
4. „ „ „ Urdu	...	...	...	...	...	...	...	5	5
4. „ „ „ Punjabi	...	1	...	1	...	4	...	12	16
4. „ „ „ Hindi	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	122	122
5. „ „ Arabic	...	...	...	...	...	...	...	...	...
5. „ „ Persian	...	...	...	...	...	...	...	7	7
5. „ „ Urdu	...	...	...	...	...	...	...	...	...
5. „ „ Punjabi	...	...	...	...	...	...	...	23	23
5. „ „ Hindi	...	...	...	...	...	...	...	5	5
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	52	65	117
3. First Examination in Law	...	...	1	1	...	...	107	52	159
Medicine.									
1. Final Professional Examination for M. B. B. S.	1	...	...	1	22	...	...	...	22
2. Second „ „ „ „ „	1	...	...	1	33	...	...	...	33
3. First „ „ „ „ „	1	...	...	1	42	...	...	...	42
4. Additional Test in Chemistry	1	2	2	5	50	26	58	...	134
5. Special Certificate Class Examination for Females	1	...	...	1	2	...	...	...	2
6. L. M. S. Examination	1	...	...	1	6	...	...	...	6
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
*Teaching	2	2	...	4	244	24	...	26	294
Agriculture	1	...	...	1	10	...	...	...	10
Veterinary	1	...	...	1	57	...	...	...	57
Schools for General Education.									
1. Matriculation — For Boys	28	47	18	93	936	1,481	575	390	3,382
1. Matriculation — For Girls	...	3	...	3	...	17	...	4	21
2. High School Examination for Europeans. — For Boys	2	3	...	5	15	25	...	1	41
2. High School Examination for Europeans. — For Girls	2	7	...	9	9	25	...	...	34
3. Middle School Examination for Europeans. — For Boys	2	5	...	7	44	25	...	1	70
3. Middle School Examination for Europeans. — For Girls	2	12	...	14	15	48	...	...	63
4. Middle Vernacular Examination. — For Boys	115	...	...	115	2,167	...	...	82	2,249
4. Middle Vernacular Examination. — For Girls	7	15	5	27	49	96	33	36	214
5. Public Service Certificate Examination. — English	...	...	...	...	...	...	...	...	...
5. Public Service Certificate Examination. — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. — Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. — Lower	5	...	...	5	421	...	...	42	463
2. Training School Examination for Mistresses. — Upper	2	3	...	5	8	9	...	1	18
2. Training School Examination for Mistresses. — Lower	1	3	...	4	9	11	...	...	20
3. School of Arts Examination	1	...	...	1	204	...	...	...	204
4. Vernacular Medical Examination	1	...	...	1	62	...	...	...	62
5. Examination in Engineering and Surveying	1	...	1	2	52	...	24	...	76
6. Industrial School Examination	4	...	...	4	61	...	...	2	63
7. Commercial School Examination	3	...	...	3	45	...	...	7	52
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	...	...	...	...	...	...	...	...	...
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

*Includes the following Examinations:—(1) Bachelor of Teaching; (2) Senior Anglo-Vernacular Certificate (5) European Teacher's

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1913-14.

Number passed.					Race or Creed of passed Scholars.								
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans	Sikhs.	Muhammadans.	Buddhists.	Pársis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
12	9	1	3	25	...	1	2	13	3	6	...	...	...
33	72	55	13	173	...	5	21	93	14	38	2	...	...
5	...	...	...	5	...	...	...	1	1	3	...	...	...
19	16	...	...	35	...	...	4	23	3	4	1	...	...
55	35	64	...	154	...	3	13	100	24	13	1	...	...
40	114	264	35	453	...	7	52	233	39	113	9	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	7	...	7	14	...	...	10	4	...	...	...	...	...
...	1	...	16	17	...	...	1	...	16	...	...	...	...
...	7	...	4	11	...	...	...	...	...	11	...	...	...
...	2	...	10	12	...	1	...	...	...	11	...	...	...
...	11	...	27	38	...	...	37	1	...	...	...	...	...
...	1	...	1	2	...	...	...	...	...	2	...	...	...
...	...	...	2	2	...	...	...	1	...	1	...	...	...
...	...	...	3	3	...	...	...	...	...	3	...	...	...
...	2	...	10	12	...	...	...	...	12	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	87	87	...	...	76	11	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	3	3	...	...	...	...	...	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	5	5	...	...	...	1	4	...	...	...	...
...	...	...	2	2	...	...	2	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	32	24	56	...	1	6	34	7	6	2	...	...
...	...	53	25	78	...	...	5	46	3	24	...	...	...
18	...	...	...	18	...	...	1	13	2	2	...	...	...
33	...	...	...	33	...	...	6	19	4	4	...	...	...
33	...	...	...	33	...	...	3	21	3	6	...	...	...
23	14	21	...	58	...	1	3	38	6	10	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	3	...	...	2	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
215	22	...	16	253	29	9	33	96	19	64	2†	1	...
9	...	...	...	9	...	...	1	4	1	3	...	...	...
52	...	...	...	52	...	...	2	3	10	37	...	...	...
570	814	340	88	1,812	...	20	225	862	222	460	23	...	...
...	11	...	2	13	...	8	...	5	...	...	...	...	...
11	12	...	...	23	23	...	...	...	...	...	...	...	...
6	17	...	...	23	23	...	...	...	...	...	...	...	...
40	15	...	...	55	55	...	...	...	...	...	...	...	...
7	38	...	...	45	45	...	...	...	...	...	...	...	...
1,366	...	...	36	1,402	...	4	248	501	177	463	6†	...	...
35	82	27	17	161	...	42	10	60	34	15	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
359	...	...	32	391	...	4	77	121	24	165	...	...	...
7	3	...	1	11	...	3	...	2	2	4	...	...	...
5	9	...	...	14	...	9	2	1	2	...	...	...	...
188	...	...	...	188	...	14	2	50	27	95	...	...	...
54	...	...	...	54	...	4	8	27	3	12	...	...	...
51	...	15	...	66	...	...	5	36	8	17	...	...	...
37	...	...	1	38	...	...	2	6	3	27	...	...	...
16	...	...	3	19	...	1	5	7	...	6	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Examination; (3) Junior Anglo-Vernacular Certificate Examination; (4) Senior Vernacular Certificate Examination; Certificate Examination.

† Jains.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	In Institutions managed by District Boards.											In Institutions managed by		
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges: English	...	...	...	...	...	...	...	...	...	...	...	...	...	300
Arts Colleges: Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	4,276	...	
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	Male ...	...	...	...	...	...	...	...	...	...	...	1,691	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...		...	...	...	...	...	...	...	5,967	...	300
School Education, General. — Secondary Schools.														
For Boys. High Schools	...	6	2,079	2,107	1,851	...	10,583	1,287	41,066	...	32	52,968	3,452	1,660	4,787
For Boys. Middle Schools English	...	33	7,929	8,031	7,253	...	11,479	15,717	92,756	2,270	946	1,23,168	...	11,207	4,632
For Boys. Middle Schools Vernacular		113	21,858	22,032	19,876	...	1,57,872	7,875	49,043	2,332	325	2,17,447	...	5,767	672
For Girls. High Schools	...	...	...	...	...	...		...	...	...	...	...	...	...	...
For Girls. Middle Schools English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular		2	188	160	146	63	2,203	...	...	...	7	2,273	...	...	3,505
Total	...	154	32,054	32,330	29,126	63	1,82,137	24,879	1,82,865	4,602	1,310	3,95,856	3,452	18,634	13,596
School Education, General. — Primary Schools.														
For Boys. Upper Primary	...	2,596	1,45,230	1,38,164	1,21,581	...	7,78,981	1,286	77,969	589	1,055	8,59,830	...	420	81,946
For Boys. Lower Primary	...	284	10,610	8,589	7,484	...	46,883	...	3,475	9	150	50,517	...	...	7,677
For Girls. Upper Primary	...	374	14,883	14,104	11,905	2,033	1,11,747	277	8	228	77	1,14,370	...	807	16,507
For Girls. Lower Primary	...	16	375	357	326	...	2,024	...	...	7	1	2,032	...	...	1,600
Total	...	3270	1,71,098	1,61,214	1,41,246	2,033	9,39,635	1,513	81,452	833	1,283	10,26,749	...	1,227	1,07,730
Schools for Special Instruction.														
School Education, Special. — Training Schools for Masters	...	15	269	260	252	...	27,534	...	16	...	...	27,550	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools		12	586	541	438	...	13,921	500	434	...	54	14,909	...	...	2,838
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	27	855	801	690	...	41,455	500	450	...	54	42,459	...	...	2,838
Buildings	...	...	...	...	...	173	6,17,151	...	...	17,967	600	6,35,891	...	...	229
Furniture and Apparatus (Special Grants only).		...	...	...	...	...	82,857	924	...	...		83,781	...	...	...
Total	...	...	...	...	...	173	7,00,008	924	...	17,967	600	7,19,672	...	...	229
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	...	3,451	2,04,007	1,94,345	1,71,062	2,269	18,63,235	27,816	2,64,767	23,402	3,247	21,84,736	9,419	19,861	24,693

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															Remarks.
	In Institutions managed by Municipal Boards.										In Institutions managed by			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendances.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards	Private Persons or Associations			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	...	...	...	...	...	...	...	...	...	...	...	...	...	967	967	1,267	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4,276	...	...	...	...	...	...	...	...	...	...	...	2,507	...	...	2,507	6,783	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,691	...	...	...	...	...	...	...	...	...	...	...	138	...	...	138	1,829	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
6,267	...	...	...	...	...	...	...	...	...	...	...	2,645	...	967	3,612	9,879	
20,482	5	2,200	2,253	2,087	...	9,441	1,660	37,202	...	31	48,334	7,502	1,287	37,342	55,572	76,054	
27,318	31	8,021	6,856	7,039	...	32,337	11,207	85,696	1,342	1,880	1,32,462	...	15,717	3,832	51,886	79,204	
1,64,311	13	2,340	2,276	2,058	...	9,477	5,767	5,401	...	26	20,671	...	7,875	...	17,352	1,81,663	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,172	3,172	3,172	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	849	849	849	
5,708	8	1,387	1,350	1,062	230	18,583	...	2	...	...	18,815	...	...	9,553	28,136	33,844	
2,17,819	57	13,948	12,735	12,246	230	69,838	18,634	1,28,301	1,342	1,937	2,20,282	7,502	24,879	54,748	1,56,967	3,74,786	
8,61,347	12	1,861	2,116	1,726	...	9,538	420	7,602	2	105	17,667	...	1,236	12,928	23,702	8,85,049	
54,560	71	7,147	6,687	5,756	...	44,402	...	6,457	179	6	51,044	...	...	4,246	48,648	1,03,208	
1,29,061	87	5,242	4,837	3,883	828	40,421	807	...	3	4	42,063	...	277	17,240	57,988	1,86,999	
3,624	46	2,802	2,629	1,628	440	14,431	...	...	7	...	14,878	...	...	942	15,373	18,997	
10,48,592	216	17,052	16,269	12,993	1,268	1,08,792	1,227	14,059	191	115	1,25,652	...	1,513	35,356	1,45,661	11,94,253	
27,534	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,534	
...	1	8	7	7	341	...	...	...	...	...	341	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200	1,200	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
16,759	4	575	539	470	...	9,409	...	406	55	...	9,870	...	500	2,652	12,561	29,320	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
44,293	5	583	546	477	341	9,409	...	406	55	...	10,211	...	500	3,852	13,761	58,054	
6,17,380	...	...	...	...	...	70,649	...	...	...	...	70,649	...	...	...	70,649	6,88,029	
82,857	...	...	...	...	...	16,794	...	...	...	888	17,682	...	924	951	18,669	1,01,526	
7,00,237		...	...	...	...	87,443	...	...	...	888	88,331	...	924	951	89,318	7,89,555	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
42,949	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,513	47,462	
1,277	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,787	3,064	
1,058	...	...	...	...	...	...	...	...	...	...	...	...	...	...	212	1,270	
2,492	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	2,732	
54,595	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,096	62,691	
1,303	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,894	3,197	
1,860	...	...	...	...	...		...	...	...	...	...	...	...	...	488	2,348	
8,934	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,779	11,713	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
64,199	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,673	91,872	
1,78,667	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,682	2,26,349	
21,95,875	278	31,583	29,550	25,716	1,839	2,75,482	19,861	1,42,766	1,588	2,940	4,44,476	10,147	27,816	95,874	4,57,001	26,52,876	

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1913-14.

Class of Hostels or Boarding Houses.	Number of		Number of Boarders who are Students of						Expenditure from					Remarks.
	Hostels or Boarding-houses	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
For Males.									Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government.	46	3,419	294	371	1,976	38	...	740	22,761	...	(a) 36,584	70,996	1,30,341	(a) Includes Rs. 9,554 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	216	5,723	...	...	5,142	414	...	167	...	35,392	67	26,288	61,747	
3. Aided by Government or by Local or Municipal Boards.	65	4,060	63	42	3,880	48	...	27	22,693	1,641	28,314	53,132	1,05,780	
4. Unaided ...	76	5,106	1,593	37	3,221	104	...	151	...	...	41,265	87,507	1,28,772	
Total ...	403	18,308	1950	450	14,219	604	...	1,085	45,454	37,033	1,06,230	2,37,923	4,26,640	
For Females.														
1. Managed by Government ...	4	397	...	...	353	...	...	44	1,754	...	(b) 13,654	26,555	41,963	(b) Includes Rs. 9,214 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	22	1,196	...	32	1,093	69	...	2	23,823	...	74,320	1,02,923	2,01,066	
4. Unaided ...	19	1,037	3	2	647	250	...	135	...	...	40,266	17,714	57,980	
Total ...	45	2,630	3	34	2,093	319	...	181	25,577	...	1,28,240	1,47,192	3,01,009	
Grand Total ...	448	20,938	1,953	484	16,312	923	...	1,266	71,031	37,033	(c) 2,34,470	3,85,115	7,27,649	(c) Includes Rs. 18,768 from Imperial Revenues.

EDUCATION—GENERAL TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1913-14.

Class of hostels or Boarding-houses.	Number of		Number of boarders who are Students of						Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.														
1. Managed by Government.	3	441	...	14	427	...	...	...	757	...	(a) 18,434	31,892	51,083	(a) Includes Rs. 9,554 from Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	4	237	...	...	237	...	...	...	7,659	...	5,832	33,217	46,708	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	7	678	...	14	664	...	...	...	8,416	...	24,266	65,109	97,791	
For Females.														
1. Managed by Government.	2	329	...	...	329	...	...	...	...	...	(b) 13,654	17,511	31,165	(b) Includes Rs. 9,214 from Imperial Revenues.
2. Aided by Government	15	768	...	32	736	...	...	...	22,323	...	47,892	96,293	1,66,508	
3. Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	17	1,097	...	32	1,065	...	...	...	22,323	...	61,546	1,13,804	1,97,673	
Grand Total ...	24	1,775	...	46	1,729	...	...	...	30,739	...	(c) 85,812	1,78,913	2,95,464	(c) Includes Rs. 18,763 from Imperial Revenues.

EDUCATION—GENERAL TABLE IX.

RETURN OF THE NUMBER AND QUALIFICATIONS OF TEACHERS SERVING IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1913-14.

		In Primary Schools.					Middle Schools.					High Schools.					Colleges.					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government	Board.	Municipal.	Aided.	Unaided.	
In Schools for Indians.	Teachers of Vernacular — Trained ...	22	3,261	159	136	19	5	810	204	138	41	174	24	22	311	44	...	...	...	...	...	5,370
	Teachers of Vernacular — Untrained ...	2	2,136	331	1,667	324	10	241	154	195	52	71	19	16	227	57	...	...	...	...	...	5,502
	Total	24	5,397	490	1,803	343	15	1,051	358	333	93	245	43	38	538	101	...	...	...	...	..	10,872
	Anglo-Vernacular teachers and teachers of Classical languages — Trained ...	6	3	5	6	1	2	94	87	54	20	263	33	34	308	61	1	...	...	4	1	983
	Anglo-Vernacular teachers and teachers of Classical languages — Untrained ...	1	1	7	36	2	2	82	84	85	68	166	25	22	305	62	26	...	...	57	49	1,080
	Anglo-Vernacular teachers and teachers of Classical languages — Total ...	7	4	12	42	3	4	176	171	139	88	429	58	56	613	123	27	...	...	61	50	2,063
	Possessing a degree.	...	...	...	7	...	2	21	19	17	9	123	20	18	193	35	27	...	...	52	49	592
	Possessing no degree.	7	4	12	35	3	2	155	152	122	79	306	38	38	420	88	...	...	...	9	1	1,471
	Total	7	4	12	42	3	4	176	171	139	88	429	58	56	613	123	27	...	...	61	50	2,063
In Schools for Europeans.	Trained ...	...	...	...	5	...	...	...	...	29	...	23	...	...	50	...	...	...	...	...	...	107
	Untrained ...	...	...	...	8	...	...	...	...	38	...	10	...	...	47	...	...	...	...	...	...	103
	Total ...	...	...	...	13	...	...	...	...	67	...	33	...	...	97	...	...	...	...	...	...	210
	Possessing a degree.	...	...	...	...	...	...	...	...	2	...	4	...	...	15	...	...	...	...	...	...	21
	Possessing no degree	...	...	...	13	...	...	...	...	65	...	29	...	...	82	...	...	...	...	...	...	189
	Total ...	...	...	...	13	...	...	...	...	67	...	33	...	...	97	...	...	...	...	...	...	210
	Grand Total of all Teachers ..	31	5,401	502	1,858	346	19	1,227	529	539	181	707	101	94	1,248	224	27	...	...	61	50	13,145

Note.—The two totals will be identical.

EDUCATION—GENERAL TABLE X.

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS BY DISTRICTS FOR THE YEAR ENDING 31st MARCH 1914.

Serial No.	District.	NUMBER OF SCHOOLS.							NUMBER OF SCHOLARS.							TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		Remarks.
		Under Public Management.		Under Private Management.					Under Public Management.		Under Private Management.							
				Aided.		Unaided.					Aided.		Unaided.					
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Under Public Management.	Aided.	
1	Hissar	126	9	8	2	...	...	145	3,792	385	289	73	...	...	4,539	34,794	2,545	
2	Rohtak	120	4	5	1	1	...	131	5,854	400	245	35	77	...	6,611	46,550	1,870	
3	Gurgaon	113	7	30	...	...	8	158	4,782	490	1,067	...	...	200	6,539	38,615	3,309	
4	Karnal	87	14	16	...	...	2	119	2,694	614	541	...	...	84	3,933	26,856	3,494	
5	Ambala	113	5	21	3	8	1	151	5,601	442	867	150	356	63	7,479	45,191	5,873	
6	Simla	7	7	...	1	...	1	16	514	148	...	28	...	51	741	10,601	169	
	Total ...	566	46	80	7	9	12	720	23,237	2,479	3,009	286	433	398	29,842	202,607	17,260	
7	Kangra	60	12	27	36	...	26	161	4,206	495	1,278	1,327	...	717	8,023	29,730	8,317	
8	Hoshiarpur	136	3	48	...	...	14	201	7,961	164	2,014	...	...	475	10,614	53,994	5,439	
9	Jullundur	108	5	23	12	...	11	159	6,954	211	998	544	...	319	9,026	37,058	3,534	
10	Ludhiana	80	3	11	4	...	4	102	4,448	81	413	217	...	146	5,305	24,959	1,984	
11	Ferozepore	98	20	12	2	...	2	134	5,129	934	493	113	...	259	6,928	44,340	1,886	
	Total ...	482	43	121	54	...	57	757	28,698	1,885	5,196	2,201	...	1,916	39,896	190,081	21,160	
12	Lahore	75	13	16	11	...	14	129	4,169	1,175	606	1,520	...	569	8,039	32,127	13,616	
13	Amritsar	98	9	68	2	8	...	185	6,543	1,319	2,634	163	261	...	10,920	48,028	8,727	
14	Gurdaspur	127	34	34	1	6	...	202	7,265	1,844	1,340	107	175	...	10,731	52,672	5,769	
15	Sialkot	137	7	66	...	15	3	223	12,324	1,254	2,968	...	440	174	17,160	57,961	8,029	
16	Gujranwala	98	39	34	2	9	...	182	5,543	1,374	1,405	152	274	...	8,748	45,473	7,494	
	Total ...	535	102	218	16	38	17	926	35,844	6,966	8,953	1,942	1,150	743	55,593	236,261	43,635	

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS BY DISTRICTS FOR THE YEAR ENDING 31st MARCH 1914—CONCLD.

Serial No.	District.	NUMBER OF SCHOOLS.							NUMBER OF SCHOLARS.							TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		REMARKS.
		UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.	UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.			
				Aided.		*Unaided.*					*Aided.*		*Unaided.*					
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Under public management.	Aided.	
17	Gujrat	93	1	67	...	15	...	176	8,353	36	4,743	...	807	...	13,939	41,967	10,213	
18	Shahpur	153	4	36	...	10	...	203	6,784	253	1,286	...	422	...	8,745	40,915	3,761	
19	Jhelum	60	...	50	...	16	...	126	5,327	...	2,921	...	878	...	9,126	28,932	7,867	
20	Rawalpindi	75	3	28	3	12	...	121	6,271	92	1,533	236	499	...	8,631	28,068	7,014	
21	Attock	56	1	48	...	11	...	116	2,983	46	2,215	...	437	...	5,681	23,578	5,768	
22	Mianwali	62	1	35	...	7	...	105	3,666	104	1,465	...	251	...	5,486	25,966	3,822	
	Total ...	499	10	264	3	71	...	847	33,384	531	14,163	236	3,294	...	51,608	189,426	38,445	
23	Montgomery	56	27	2	1	...	...	86	2,664	1,308	70	9	...	...	4,051	27,452	488	
24	Lyallpur	162	71	15	24	...	...	272	7,842	2,700	581	816	...	...	11,939	67,271	7,582	
25	Jhang	63	10	44	...	8	...	125	2,910	347	1,919	...	284	...	5,460	25,709	5,723	
26	Multan	93	23	24	2	...	...	142	4,655	1,189	986	236	...	...	7,066	37,624	4,420	
27	Muzaffargarh	73	14	26	...	6	...	119	3,004	330	1,067	...	203	...	4,604	28,998	3,578	
28	Dera Ghazi Khan	73	12	38	...	...	...	123	3,616	221	1,558	...	...	...	5,395	36,700	3,813	
	Total ...	520	157	149	27	14	...	867	24,691	6,095	6,181	1,061	487	...	38,515	223,754	25,604	
	GRAND TOTAL ...	2,602	358	832	107	132	86	4,117	145,854	17,956	37,502	5,726	5,364	3,057	215,459	1,042,129	146,104	

Report on the progress of Education in the Punjab for the year 1914-15.

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REPORT

ON THE PROGRESS OF

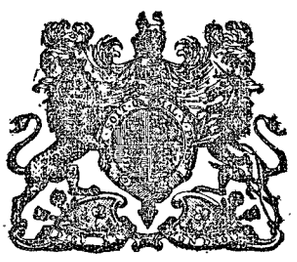
EDUCATION

IN THE

PUNJAB

FOR THE YEAR

1914-15.



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Proceedings of His Honour the Lieutenant-Governor of the Punjab, in the Home (General) Department, No. 1591, *dated* 30*th November* 1915.

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending 31st March 1915.

REMARKS.—The report shows the marked advance which has been made by education in the Province during the year, but it is advisable to take a wider survey of educational progress, and from the attached table it will be seen that the number of scholars and pupils under education in the Province has risen by 66 per cent. during the last 10 years :—

1905-06	...	274,747	1910-11	...	346,940
1906-07	...	300,237	1911-12	...	381,113
1907-08	...	302,863	1912-13	...	410,491
1908-09	...	302,576	1913-14	...	439,956
1909-10	...	329,466	1914-15	...	445,909

The proportion of boys of school-going age who receive instruction has in the same period increased from less than 15 to over 23 per cent. and that of girls from 2·3 to 4·8 per cent. There is no doubt much still to be done, but the above figures show clearly enough the immense improvement in the position of education in the Punjab.

2. This change has involved a large increase in the expenditure of public money on educational needs, and the total sum so expended has risen by over 125 per cent. during the same term of years, *viz.* :—

		Lakhs.			Lakhs.
1905-06	...	31·46	1910-11	...	36·36
1906-07	...	33·51	1911-12	...	40·14
1907-08	...	36·25	1912-13	...	51·85
1908-09	...	34·60	1913-14	...	57·60
1909-10	...	35·89	1914-15	...	71·24

The data furnished by the reports fail to indicate clearly the extent to which Imperial, Provincial and local funds have respectively contributed to this increase, as the money primarily furnished from Imperial or Provincial sources is in many cases disbursed through the medium of local bodies, and the question has been raised whether local bodies have not in some instances utilised the liberal grants received from outside to reduce the payments which they make from their own resources. This point, as was noted in the reply given to a question put in the Legislative Council in September last, is at present under the separate consideration of Government, and the Lieutenant-Governor would be glad if in future years the ultimate source of the public expenditure involved could be briefly indicated in the body of the Report. It is true that the figures presented indicate that local bodies have increased their expenditure on education ; but the increase is relatively much less than that from Government funds, and as any further increase in the latter will be checked by the present financial stringency, it is the more necessary that local bodies should not fall short of their obligations. The remarks in paragraphs 9 and 10 of the Report show that both district boards and municipalities in many cases failed to utilise fully their budget provision for education, and in the case of district boards the Lieutenant-Governor agrees with the Director that the responsibility for the failure lies largely on the District Inspectors.

The various communities in the Province continue to show much public spirit and self-sacrifice in opening new or improving existing denominational institutions, chiefly for secondary education, and subject to financial considerations, Government will be found in the future, as in the past, ready and willing to give substantial assistance to any well considered scheme.

3. The provision of new or improved buildings must continue for some time to be one of the main objects of expenditure, and a noticeable feature of the Report now under consideration is the considerable increase—one of over 7 lakhs—in such expenditure. Besides the new Biological Laboratory at the Government College, Lahore, completed at a cost of nearly 2 lakhs, there were no less than 475 school buildings erected or in course of erection during the year. In the case of secondary schools there is a steady improvement in the buildings and hostel accommodation not only of Government but of aided institutions. It is to be feared, however, that in the case of primary schools the type of building selected is not always the most economical or most suitable. The immense variations in the type adopted was the subject of comment in last year's Report, and is again noticed in the Report now under review, and the Lieutenant-Governor would be glad if the Director of Public Instruction could, in conjunction with the Commissioners of Divisions, discuss the suggestion thrown out in paragraph 29 of the present Report that some simple standard form of building should be devised for the guidance of local bodies in rural areas. The Lieutenant-Governor feels some disappointment that this fundamental question which has so long been under discussion has not yet been solved. Its importance will be realised from the facts stated in paragraph 29 of the Report. Thus in the Ambala Division more than half the primary schools are still without school buildings.

4. The recurring portion of the expenditure on education—as represented chiefly by the training and maintenance of teachers—is, however, of even more importance than the expenditure on buildings and equipment. The returns showing the number and qualifications of teachers do not go back before 1911-12, but they show that in the four years which have passed since then the number of teachers maintained has risen from 10,856 to 14,356, and much has been done to improve their quality, the percentage of trained teachers having in the interval risen from 46 to 52, and the number of teachers with degrees from 493 to 676. The demand for training is now intense, and the number of candidates for admission to training institutions of all classes far exceeds the facilities available. Proposals for relieving the congestion of the Central Training College are under consideration, and a new normal school has been started during the year, bringing the total of these schools to seven. The defects of the existing system of training are realized by the Department, and there are signs that the tone maintained in the teaching institutions is improving, and that the profession of teaching is now securing, if not the same at least something approaching the estimation and the dignity attached to it in more advanced countries. The teachers themselves are approaching their duties with a greater sense of their responsibilities, but the average teacher both in primary and in secondary institutions still falls considerably short of the ideal, and while over half the teachers in the former and over one-third in the latter remain untrained it is obvious that the system of instruction must continue to be seriously defective.

5. In primary schools the number of teachers maintained has kept pace with the number of schools, the number of primary schools having risen during the year from 4,158 to 4,552 and the number of vernacular teachers from 8,057 to 8,709. The percentage of trained teachers has, moreover, increased, but it is clear that much is still needed to improve the class of men employed and their methods of instruction. The old question of the adaptation of the courses and hours of instruction in primary schools to agricultural needs is still unsolved, and the Lieutenant-Governor regrets to find that Mr. Wyatt's half time-tables which were tried in some of the schools of the Ambala Division are reported to have proved unsuccessful. The question will, doubtless, receive further consideration at the hands of the Department, for till it is successfully solved primary education will not be looked on with favour by large masses of the rural population, and the progress desired will not be attained.

6. It is in the secondary institutions, however, that the defects of the present class of teachers are most felt. The constant increase in the number of the institutions and the further demand for secondary education are most gratifying. The dangers of too rapid development are, however, apparent from the Director's report, and while they are partly a consequence of the educational system, they are also largely connected with the inability to procure a sufficient number of masters of the standard required : men who will place the general interests of their schools before those of the matriculation class, who, by resisting the migratory propensities of their assistants and their pupils, will ensure for their schools a corporate and individual character, and who by strict discipline and the maintenance of high standards will prevent their institutions from degenerating into mere teaching machines. Mr. Wathen's admirable report (Appendix A) gives a vivid picture of the present conditions of secondary schools, and of the grievous defects from which they suffer, and, though his views are perhaps unduly pessimistic, the Lieutenant-Governor is sure that the managers of these schools will find in them much material for thought and many practical suggestions for improvement.

Mr. Wathen's remarks have the freshness and perhaps some of the errors of first impressions. But they are in many respects corroborated by the mature experience of Mr. Wright, the Inspector of the Lahore Division (paragraph 21 of the Report), who, while conscious of the defects still existing, is in a position to indicate the improvements that have already been effected.

It is clear that increased money grants, though an important, are not the sole means of improvement. If, as is not unlikely, the grants of public money will suffer some contraction during the next few years and the number of pupils and teachers fail to maintain the present rates of increase, the Department can do good work by improving the quality of secondary school teachers and by insisting on the rigorous rejection of unsuitable types of masters in favour of men of real character and administrative capacity, who can guide the energies of the students upon right lines. One of the dangers of secondary and collegiate education has been the tendency for those who have enjoyed its benefits to be regarded as a separate class with interests apart from the bulk of the population, but with a wide extension of this class of education and a broader outlook among teachers the barriers which separate the educated from the uneducated callings are gradually weakening. As an example of the detachment of the school atmosphere from current events Mr. Wathen states that, as far as he knows, not a single boy from the High Schools of his division has joined the army. The statement if correct, is not creditable. The Lieutenant-Governor's experience, though not considerable, has been more satisfactory, and in a recent visit to a vernacular secondary school in a village with fine military traditions, the Lieutenant-Governor was gratified to find that several of the old pupils were serving in the army, and that the headmaster himself had two sons at the front. It would be interesting to follow up this line of enquiry, and perhaps the Director may be able to throw further light on it in next year's report.

7. The number of collegiate students which in 1905-06 was 1,920 only has steadily increased to 3,955 in 1913-14 and 4,329 in 1914-15, and the examination results for the past year have been satisfactory. The system of special University lectures which was recently inaugurated was continued with great success, and considerable grants were made in aid of collegiate education from Government and University funds. The Government College completed its fiftieth year of existence during the year under review, and the Lieutenant-Governor desires to congratulate that institution on its record of half a century of valuable and distinguished work.

8. In the history of professional and technical institutions the three most prominent features of the year are the inauguration of a new system of instruction in the Agricultural College, the completion of the new buildings of the Veterinary College, and the unfortunate troubles at the Lahore Medical School. The Agricultural College has introduced a four years' course in two

parts, and with this salutary change previous difficulties in recruiting students have now disappeared. The fine buildings recently erected for the Veterinary College which provide facilities scarcely to be surpassed even in Europe are shortly to be formally opened by His Excellency the Viceroy, but they are already in use and afford opportunities for improved instruction. The complaints of students at the Medical School were the subject of investigation by a special committee, and after due enquiry it was found necessary to strike off the names of 90 students for insubordination. Apart from these outstanding features there is little of importance to record in respect of special forms of education, but the interesting note by Mr. Heath, which is appended to the Director's report, draws attention to the unsatisfactory working in which the system of industrial education at present stands. From what the Lieutenant-Governor has seen of such schools their curriculum is often too minutely sub-divided, with a resulting waste of teaching power, and from Mr. Heath's note it is clear that the principles upon which industrial teaching should be based are not yet defined. An Advisory Committee on industrial and technical education has recently been constituted, and the Lieutenant-Governor would be glad if the opinions of that committee could be obtained as to the precise objects at which industrial education in the Province should aim, and as to the further points of management which are raised in Mr. Heath's note.

9. The number of girls at school is now 64,815 or more than double that of 1905-06. The number of girls' schools increased during the year from 831 to 919, and while the demand for higher female education still continues strong, the importance of primary and infant teaching has not been neglected. The Victoria School, which was taken over by Government at the beginning of the year and is employed as a model school for the teaching of Kindergarten and Montessori methods to the smaller girls, and the courses of domestic and household work previously in force in the girls' schools of the Province, are receiving careful attention at the hands of the Inspectresses. As in previous years much has been done by excellent private agencies to supplement the efforts of Government in spreading female education.

10. The European Schools of the Punjab are steadily improving and playing their part well in the present crisis. They are well represented in the various ranks of the army, and not a few *ex*-pupils have already fallen. The Lawrence Military Asylum at Sanáwar is to be congratulated on having sent a complete signalling unit composed of masters and boys direct to the front. The Cadet Corps have reached a high standard of numbers and efficiency, and the boy scout and girl-guide movements have been greatly extended.

11. As noted in last year's review the whole question of improving Muhammadan education has been recently under discussion in consultation with the leaders of the community, and the matter is still under the consideration of Government. The rapid improvement noticed in last year's report has unfortunately not been maintained, and their rate of progress has fallen behind the general rate during the last year in all stages of education, primary, secondary and collegiate. A comparison between the figures of 1914-15 and those of 1904-05 shows some solid grounds for satisfaction. The figures are abstracted below:—

	Muhammadans.		Increase per cent.	Hindus and Sikhs.		Increase per cent.
	1904-05.	1914-15.		1904-05.	1914-15.	
Collegiate	437	993	127	1,484	3,236	118
School	72,899	149,298	105	114,971	219,145	90
Special	1,248	1,917	53	1,490	2,158	45
Total ...	74,584	152,208		117,945	224,539	

There has been a gratifying increase in the number of girls under primary education, and the Muhammadans retain the preponderance in the Veterinary

College, the School of Art and the Industrial Schools, but they still form far too small a minority in all other professional and technical institutions.

12. The Department was under the administration of Mr. J. C. Godley, C.S.I., during the year under review, but the report has been written by Mr. J. A. Richey, the present officiating Director, and the Lieutenant-Governor desires to thank him for his excellent survey of the work done and the officers of the Department for the energy and ability they have brought to the discharge of their duties. The work of the Department during the year has been carried on with zeal and devotion in spite of many difficulties, and it is hoped that when the increase recently sanctioned in the number of Inspectors is made fully effective, the efficiency of the staff in the control of education may be further improved.

By order of His Honour the Lieutenant-Governor of the Punjab.

C. A. BARRON,

Chief Secretary to Government, Punjab.

1985 CS—516—30-11-15 SGPP Lahore.

REPORT

on the progress of

Education in the Punjab

for the year

1914-15.

The year under review, although not marked by any outstanding educational developments, shows a steady increase in the number of institutions and of pupils under instruction.

A satisfactory feature is the increase in the number of trained teachers employed in all classes of institutions and the growing popularity of the teaching profession, proved by the number of applicants seeking admission into training institutions.

A new Normal School was opened at Karnal, and a number of new training classes for teachers of lower primary schools were started.

The total expenditure on education rose by about fourteen lakhs of rupees over the expenditure of the previous year. Much activity has been shown in construction and improvement of school buildings.

2. *Statistical summary —Public institutions and pupils.*—The following statement shows the number of public institutions as compared with the figures of the previous year :—

Institutions for males.		
Arts Colleges ...	...	9
Professional Colleges	...	6
High Schools	...	125 (+ 14)
Middle Schools	...	262 (+ 21)
Upper Primary Schools	...	3,880 (+ 273)
Lower Primary Schools	...	672 (+ 121)
Institutions for special instruction	...	60 (+ 6)
Institutions for females.		
Arts Colleges	...	1
Professional Colleges	...	1
High Schools...	...	17 (+ 1)
Middle Schools	...	46 (+ 3)
Upper Primary Schools	...	741 (+ 57)
Lower Primary Schools	...	137 (+ 28)
Institutions for special instruction	...	14 (+ 2)

The increase has been general except in the case of colleges.

The number of pupils in public institutions increased by 14,936 Details are given below :—

Males.	
Arts Colleges ...	3,503 (+ 363)
Professional Colleges ...	835 (+ 38)
High Schools ...	50,370 (+ 2,523)
Middle Schools ...	52,082 (+ 1,450)
Upper Primary Schools ...	197,991 (+ 4,175)
Lower Primary Schools ...	30,570 (+ 3,831)
Institutions for special instruction ...	3,983 (+ 332)

Females.

Arts Colleges	11 (+ 5)
Professional Colleges	34 (+ 2)
High Schools	2,392 (+ 572)
Middle Schools	6,207 (+ 82)
Upper Primary Schools	32,701 (+ 866)
Lower Primary Schools	5,385 (+ 780)
Institutions for special instruction...	685 (+ 47)

3. *Private schools.*—There has been a decrease of 349 in the number of these institutions, and the attendance at them has fallen by 8,983 pupils. Private schools are not inspected by the Department and consequently not much reliance can be placed on the accuracy of these figures.

4. *Percentage of attendance to the population of school-going age.*—In schools of all kinds the percentage of scholars to the estimated population has risen from 22·79 to 23·11 in the case of boys and from 4·76 to 4·81 in the case of girls.

5. *Expenditure.*—The total expenditure has risen from Rs. 93,21,575 to Rs. 1,07,18,807. The following statement shows the increase classified according to various sources :—

	1913-14.	1914-15.		Difference.
	Rs.	Rs.		Rs.
1. Provincial Revenues ...	28,24,419	34,17,026	+	5,92,607
2. District Funds ...	21,95,875	24,39,325	+	2,43,450
3. Municipal Funds ...	4,57,001	5,25,772	+	68,771
4. Fees	22,21,473	23,81,609	+	1,60,136
5. Private Sources ...	13,40,065	12,13,218	−	1,26,847
6. Imperial Revenues ...	2,82,742	7,41,857	+	4,59,115
		Total	...	+ 13,97,232

On buildings the expenditure has risen by Rs. 7,08,471, *i.e.*, more than half the total increase ; Provincial revenues alone contributing Rs. 4,38,916. The direct expenditure on secondary schools has increased by Rs. 3,19,608 and that on primary schools by Rs. 2,17,600.

6. *Buildings.*—The following statement shows the school buildings, including extensions to existing schools, erected or in course of erection during the year in the various divisions.

	Primary Schools.	*Middle Schools.*	*High Schools.*	*Hostels.*
1. Ambala	45	13	5	14
2. Jullundur	91	20	5	16
3. Lahore	35	13	12	9
4. Rawalpindi	59	9	...	8
5. Multan	87	12	6	16
Total	317	67	28	63

7. *Grants from Imperial revenues.*—The whole of the recurring grants from Imperial revenues given in previous years, namely, Rs. 3,65,000, Rs. 3,38,000 and Rs. 60,000 were during the year absorbed in recurring expenditure, mainly on the expansion of primary education.

The major portion of the grant of Rs. 40,000 for the Lawrence Military Asylum, Sanawar, was, pending the introduction of a revised scale of staff and salaries, spent in furniture and equipment.

Of the new grant of Rs. 26,000 sanctioned for the Islamia College, Lahore Rs. 15,000 were spent on equipment and Rs. 11,000 on staff. The new grant of Rs. 12,400 given for the Lawrence School, Ghora Gali, went towards meeting a part of the debt contracted by the school before it became a provincial institution.

The amount available for expenditure from the non-recurring grant of Rs. 25,25,000 during the year was Rs. 8,87,000. Of this Rs. 4,00,000 were spent on Government School buildings, Rs. 1,37,000 were made over to the Punjab University, being the balance of the grant of Rs. 2,00,000 payable to that body from this assignment, Rs. 1,79,006 were expended in grants to local bodies for the construction of school buildings, Rs. 28,375 in building and equipment grants to European Schools, Rs. 37,175 on improving the equipment in Government schools and colleges, and Rs. 1,05,444 were spent on building and equipment grants to aided institutions. A special grant of Rs. 3,000 was also received to meet a deficit in the funds of the Mayo Industrial Orphanage, Simla.

Controlling Agencies.

8. *Direction and inspection.*—The Hon'ble Mr. Godley held charge of the office of Director of Public Instruction throughout the year. Mr. Wyatt relinquished charge of the Jullundur division and proceeded on long leave on the 30th November, 1914, when he was succeeded by Mr. Wathen, Professor of English in the Government College, Lahore. Rai Bahadur Lala Sundar Das Suri, Inspector of the Multan division, was absent on combined leave from the 1st September, 1914, to the 17th February, 1915, and has since been on special duty in the Central Training College, Lahore. Bhai Hari Singh was appointed officiating Inspector of Schools, Multan division, from the 1st September, 1914. Mr. Wright, Inspector of European Schools, and Mr. Sanderson, Master-in-charge of the Training Class for Europeans at Sanawar, again assisted Mr. Crosse in inspecting the schools in the Lahore division. The sanction of the Secretary of State was received during the year to the appointment of five additional Inspectors of Schools, three of them in the Indian Educational Service and two in the Provincial Service. Two of the Indian Educational posts were filled by the transfer of Messrs. Wathen and Sanderson to the inspecting line. Mr. Wathen was succeeded in the Government College by Mr. George, and Mr. Firth took Mr. Sanderson's place as Master-in-charge of the Training Class at Sanawar. Both these officers were appointed to the Indian Educational Service by His Majesty's Secretary of State for India. Mr. Buchanan, Instructor in Drawing and Manual Training, Central Training College, Lahore, was placed on special duty in the Lahore, Jullundur and Ambala divisions, to give short courses of lessons in drawing. Lala Rattan Lal, M.A., continued as a special Assistant Inspector of Schools during the year to report on science teaching in schools. The work of the Inspectors' assistants and of the district inspecting staff is reported to have been generally satisfactory. Among the officers of the district staff specially mentioned for good work are the following district inspectors:—Lala Sadhu Narayan, Karnal; Lala Tohlo Ram, Kangra; and Lala Shiv Sarn Das, Ferozepore; Chaudhri Gian Singh, Gurdaspur; Pandit Hem Raj, Amritsar; Mian Abdul Latif, Gujrat; Munshi Allah Rakha, Shahpur; and among the assistant district inspectors who have done well are Lala Chand Kishore, Gurgaon; Lala Raghbir Chand, Hissar; Munshi Muhammad Hasan, Ambala; Lala Salig Ram, Hoshiarpur; Munshi Abd-ur-Rahman, Ludhiana; Pandit Sukh Chain, Kangra; Sheikh Muhammad Nawaz Khan, Gurdaspur; Munshi Abd-ur-Rahman and Bawa Barkat Singh, Sialkot; Bhai Gian Singh, Amritsar; Munshi Ghulam Mohi-ud-din, Gujrat; and Lala Thakar Das, Jhelum.

9. *Management of district boards.*—The total expenditure of the district boards on education amounted to Rs. 24,39,325 against Rs. 22 lakhs in the previous year. Out of this, Rs. 12,04,885 were spent on the maintenance of primary schools and Rs. 7,17,741 on school buildings and equipment. The management of their schools by district boards is generally reported to have been satisfactory. The same adjective can hardly be applied to their educational finance when returns show that out of 34 lakhs budgetted by them for educational expenditure during the year, about 8 lakhs were unspent. About half of this unexpended sum falls under the head of 'school buildings'; for example, of the Multan division the Inspector remarks that only about 39 per cent. of the budgetted amount of Rs. 3,40,000 for school buildings could be utilised. In view of the annual increase in the number of district board schools and of the

general complaints of Inspectors as to the bad housing of existing primary schools, the failure of the boards to keep pace in the matter of school buildings is regrettable. The condition of the buildings in Gurgaon district is especially a matter for comment.

Of the boards whose net expenditure on education (other than school buildings) falls far short of their budget provision, those of Multan, Hoshiarpur and the Lahore division, with the exception of Gurdaspur, are conspicuous instances. Amritsar and Gujranwala spent less from their own resources on education than in the preceding year. On the other hand, the boards of Montgomery and Dera Ghazi Khan and those in the Rawalpindi division fully utilised their resources.

The responsibility for carrying out the schemes for which budget provision is made by boards rests primarily with district inspectors, and an instance in which provision for eighteen new schools was made by a district board, while only three were opened during the year, shows that they do not fully realise this responsibility.

It is interesting to note that the system introduced in 1912 of allocating Provincial grants to boards in proportion to their expenditure from their own resources seems to be having the desired effect. For example, the net expenditure of the Lahore boards from their own funds, which had fallen from Rs. 1,59,000 in 1906-07 to Rs. 1,29,000 in 1912-13, has since risen to Rs. 1,42,000 in the year under review. The salaries of teachers were improved in a few districts. The salaries paid in Gurgaon continue to be poor, and in some other districts they still remain comparatively low.

10. *Municipal committees.*—The total expenditure of municipal committees on education amounted to Rs. 5,25,772 against Rs. 4,57,001 in the previous year.

There is unfortunately little or no effort on the part of municipal committees to extend elementary education in the areas under their control. The smaller municipalities in particular seem disinclined to make improvements, and in some cases prefer reducing expenditure to increasing the efficiency of their schools. In the Jullundur division the number of schools under municipal control has in recent years been reduced by the smaller committees handing over their schools to the district boards. Thus in no district in this division, except Ferozepore, is more than one municipality in immediate control of education. Of these Jullundur and Hoshiarpur spent less than their budget estimates. Ludhiana shows a fall in net expenditure, though it has made efforts to improve female education. The expenditure of the Ferozepore Municipal Committee shows a marked fall. The state of affairs is more satisfactory in the Lahore division, where all the larger municipal committees spent more on education than in the previous year. It is to be regretted, however, that no activity has been shown by any municipality in improving its buildings. In the Multan division the municipal committees have on the whole done better than usual. In the Rawalpindi division the net expenditure has declined in the case of all major municipalities, chiefly owing to the remission of the contribution that was being paid by them towards the maintenance of local Government schools.

11. *Private agencies.*—The various denominational agencies continue to evince much interest in the spread of education and have again shown much activity in opening new schools and hostels. In the Ambala division were opened the Jat High School, Rohtak; the Bengali High School, Simla; the Muslim Anglo-vernacular Primary Schools, Kaithal and Simla; and the Vaish Vidyala, Bhiwani. Other institutions brought into being by the various societies are the Hardinge Hindu High School, Sonepat (recognised since the close of the year); Hali Muslim High School, Panipat; Islamia Anglo-vernacular Middle School, Sadhaura; and the Anglo-vernacular Middle School, Shahabad. Middle classes have also been added to the Islamia Primary School, Simla. The Inspector writes:—"It is satisfactory to note that the Islamia community has been most active and has been making rapid amends for past neglect, and

that most of the schools have been opened within the last year or two." The Inspector of Jullundur (Mr. Wathen) gives the following account of the doings of philanthropic bodies in his division:—"With the present scale of fees and grants, the net cost to a philanthropic body of a secondary school is small. For primary education less enthusiasm is shown, and primary schools are often regarded merely as 'feeders' of secondary schools. An exception to this is seen in the policy of the American Presbyterian Mission who have schools at Khanna and Moga, where English is not taught and where boys are guided to a village rather than a town life. This Mission too maintains big high schools at Ludhiana and Jullundur, each of which after a history of some sixty years continues to be very popular. Of all societies, the Arya Samaj remains the most active and has an organization in each of the five districts. In Ferozepore the Samaj pays particular attention to the depressed classes, but elsewhere confines itself chiefly to providing the sons of its supporters with a cheap and handy means of passing the Entrance examination. The Samaj schools are popular and attract members of all communities. In Hoshiarpur a more conservative population has given special strength to the Sanatan Dharm Sabha who are increasing their schools and making some of them more efficient. In all the Sikh districts the activities of the Khalsa Education Committee are being felt. Not only have Sikh schools and hostels increased, but there has been a marked tendency for Sikh boys to leave the schools of other denominations in order to join Khalsa institutions." In the Lahore division missionary societies continue to show considerable activity. In addition to their seven high and six middle schools, they have opened a network of elementary schools for the benefit of their low caste converts, and have established training classes to supply men and women teachers. The Education Committee of the Chief Khalsa Diwan is working strenuously to disseminate education among the Sikh community. The Gurdaspur Sikhs, however, do not show the same amount of activity. The Sikhs now possess four high schools in the Lahore division. All these secondary schools and several elementary schools in the division are financed by the Diwan. That body has however not devised any systematic scheme to open elementary schools and to avail itself of the Government grant-in-aid rules, except in Gujranwala district, where a Sikh society is opening such institutions. Of the four Sikh high schools, two are well built and equipped, and the third, at Sialkot, is under construction. The Lahore Sikhs have raised a building fund of Rs. 25,000, but have no site to build upon. In the Multan division successful high schools have been established at Multan, Maghiana and Dasuha by the Sanatanist Hindus, the Islamia Anjuman and the local Muhammadan zamindars, respectively. The people of Kamalia in the Montgomery district have organised a high department. The opening of a Muhammadan hostel at Toba Tek Singh in the Lyallpur district increases the number of such denominational institutions to seven. The Islamia schools at Multan and Pakpattan have added high departments. In the Rawalpindi division all communities are actively engaged in the spread of education, and in effecting improvements in their school buildings and hostels with the help of liberal grants from Provincial revenues. The school houses at Dalwal, Jalalpur Jattan and Chakwal have been extended and the hostel buildings attached to the Dayanand Anglo-Vedic High School, Rawalpindi, and the Khalsa School, Sukho, and the extension of the hostel at Dalwal have been completed. The school buildings of the Khalsa High School, Rawalpindi, and the hostel buildings in connection with the Mamooji Islamia High School, Rawalpindi, and the Khalsa High School, Faruka, are under construction.

Missionary societies have, as usual, played a very conspicuous part in the spread of education in the Province.

Collegiate Education.

12. *Statistics.*—The number of arts colleges, including the Oriental College, remained the same as in the previous year, *viz.*, ten. The number of students rose by 338 to 3,514. To this increase the Government College contributed 8, aided colleges 450 and the Oriental College 21, while the

number attending unaided colleges declined by 141. The total expenditure on collegiate education amounted to Rs. 4,81,240 against Rs. 4,55,957 in the previous year; an increase of Rs. 25,283. Expenditure from Provincial revenues increased by Rs. 7,020 to Rs. 1,60,421, fees contributed Rs. 28,170 more and endowments Rs. 8,726, while subscriptions declined by Rs. 18,633.

13. *Examinations.*—The examination results have been generally satisfactory as will be seen from the comparative percentage of passes below :—

	1913-14.	1914-15.
Arts—		
F. A.	60·2	55·7
B. A.	42·5	44·2
M. A.	47·2	54·16
Science—		
F. Sc.	72·3	56·5
B. Sc.	56·5	40·5
M. Sc.	71·4	77·

14. *Government College.*—The staff was strengthened during the year by the appointment of a Professor of Persian. The three oriental languages are now taught by members of the college staff, and the former system under which Government College students of Arabic, Sanskrit and Persian were taught by the staff of the Oriental College has ceased to exist.

Mr. G. A. Wathen, Professor of English, left the College during the year on appointment as Inspector of Schools after ten years' connection. His manifold activities in various departments of College life and his keen personal interest in the welfare of the students make his loss to the College deeply felt. Mr. Wathen was succeeded by Mr. R. E. Gordon George who was appointed to the Indian Educational Service by the Secretary of State on the 22nd February 1915. The teaching of philosophy having been abolished from the beginning of the College session, the post of professor of philosophy was left unfilled, and it is proposed to replace it by a new post of professor of zoology. The services of Mr. J. E. Gateley, professor of economics, were placed at the disposal of the Government of India for employment in the Indian Army Reserve of Officers from the 15th February 1915. The expenditure increased from Rs. 1,81,070 in the previous year to Rs. 2,06,348 in the year under report. Fees increased by Rs. 2,292.

The number of science students remained stationary, but would have greatly increased if all the applicants could have been admitted at the beginning of the session: 214 candidates study physics; 228 chemistry, 176 botany, and 162 zoology. The new physics laboratory is in course of construction. The chemistry laboratory has increased in efficiency since the installation of electric lighting has made it possible to hold practical classes at night. The departments of zoology and botany have been considerably improved. The new buildings for the biological laboratory were completed and occupied towards the end of the year. The buildings and equipment cost nearly two lakhs of rupees, and they constitute what is one of the finest, most convenient and most completely furnished biological teaching departments in India. Among other conveniences the College now possesses a botanical museum, and some progress has already been made in fitting it up. The various athletic, social and literary societies of the college continue to flourish. The library has been removed into the quarters previously occupied by the biological department, and has been comfortably furnished and improved by the addition of a large number of books.

The College completed fifty years of its existence during the year when its history for the years 1864—1914 was prepared by Mr. H. L. O. Garrett and published.

15. *Aided Colleges.*—The number of students in the Forman Christian College was 600. No accommodation being available for any further increase, numbers of applicants had to be refused admission. The new hostel referred to in paragraph 16 of the last year's report is under construction. The library has been enlarged by the addition of some 400 volumes. The staff of the Khalsa College at Amritsar was strengthened by the addition of two European Professors, Messrs. Dunnicliff and Langhorne, who were appointed to the Indian Educational Service and transferred to foreign service; the entire cost of their salaries, leave and pension contributions being borne by Government. The immediate effect of the strengthening of the staff has been a rise in the number of students from 148 to 226 at the close of the year under report. The Science departments are thoroughly up to date and efficient; the laboratories having been completely renovated. With the aid of a further grant of Rs. 1,000 from the Punjab University the library is now well furnished and contains some 4,000 volumes of valuable and useful books. The swimming bath was brought into use during the year. The number of students on the rolls of the Islamia College at the end of the year was 297. The College received a new recurring grant of Rs. 30,000 from Imperial revenues. The staff now consists of the Principal and twelve professors, two of whom are Englishmen. The Gordon Mission College, Rawalpindi, had an enrolment of 137 students. The Provincial grant to this College was raised from Rs. 8,000 to Rs. 10,000 during the year. The number of students in the Murray College, Sialkot, increased by 26 to 128. The Government grant was enhanced to Rs. 6,000. The scheme for a new College building has had unfortunately to be postponed pending the return of Mr. Scott, the permanent Principal, who was obliged to take a trip home to recoup his health. The College class in the Kinnaird High School for girls had 11 students. Five of the second year students passed the Intermediate examination last May.

16. *Unaided Colleges.*—The number of students in the D. A.-V. College was 939, of whom 638 were boarders. The number of students on the rolls of the Dyal Singh College was 499. The chemical laboratory was extended and science apparatus and furniture to the value of Rs. 3,000 purchased. The College Library was further extended and the number of books increased. A new hostel is under construction.

17. *Punjab University.*—The number of students on the rolls of the Oriental College rose by 21 to 126, of whom 42 held scholarships or stipends. The College Library has been transferred to, and amalgamated with, the Punjab University Library, the building of which is now being extended. Certain changes affecting the minimum number of marks required to pass the M. A. and B. A. examinations, the constitution of the board of studies, the admission of private candidates to the Degree Examinations, and the inspection of affiliated colleges were made in the University regulations. Extension of affiliation was granted to various colleges in particular subjects. Ten of the affiliated colleges were inspected. It has now been ruled that institutions need not be inspected every year. The following allotments for building, furniture and apparatus were sanctioned :—

	Rs.
Islamia College	2,000
D. A.-V. College	6,000
Murray College	3,000
Gordon Mission College	1,800
Dyal Singh College	1,000

Grants were also made to several colleges for libraries. Special University lecturers were appointed as follows :—

1. Mr. Manohar Lal in Indian Economics.
2. Mr. Barnes, Principal, Agricultural College, Lyallpur, on the application of Science to Agriculture in the Punjab.
3. Professor P. C. Ray of the Presidency College, Calcutta, in Chemistry.
4. Dr. E. E. Fournier d'Albe of the Department of Physics in the University of Birmingham lectured for six months to advanced students in Physics, besides giving lectures in the Government College and the Museum at Lahore. Dr. Fournier d'Albe also visited most of the affiliated colleges teaching science in the Province, and held a conference of all members of the University staff and affiliated colleges engaged in the teaching of physics.

Secondary Education (Boys.)

18. *Institutions and pupils.*—The number of secondary schools increased by 35 to 379 and the number of pupils from 97,570 to 101,584. High schools increased by 14, Anglo-vernacular middle by 7 and vernacular middle by 14. The new schools are distributed according to divisions as follows :—

Division.	*High.*	*Anglo-vernacular Middle.*	*Vernacular Middle.*
Ambala ...	2	1	...
Jullundur ...	3	8	2
Lahore ...	2	...	1
Rawalpindi ...	2	2	6
Multan ...	5	...	5

The Multan division takes the lead in the number of new high schools opened. The number of Anglo-vernacular middle schools decreased by 3 in the Lahore division and by one in the Multan division.

It will be noticed that the Jullundur division easily heads the list in the matter of new Anglo-vernacular schools. That this increase in quantity is not accompanied by an improvement in quality may be seen from the Inspector's report, which is printed as an appendix (appendix A). The defects in the ordinary secondary school may be traced to two chief causes (*i*) the absence of any corporate ideal, (*ii*) the dominance of the matriculation examination over the work of the school. To the former cause is due the constant migration of teachers and pupils from school to school, a movement showing an absence of that feeling of loyalty which a well-organised and respected institution should inspire. The school is regarded rather as the sum of the classes it contains than as an organic whole. This defect is largely due to the second of the causes noted above. The energies of the Headmaster are directed towards the successful teaching of the high department with a view to matriculation results; he has but little time to spend in supervising the work of the junior classes, a supervision which is all the more necessary in view of the frequent changes in his staff. The evils resulting from this lack of supervision are well brought out in Mr. Wathen's note (appendix A).

A proposal to introduce a School Final examination was submitted by the department to the University towards the close of the year and is now under consideration by that body. The chief aim of this examination will be (*i*) to emphasise the importance of the ordinary daily work of the pupils during their school life, and thus to minimise the importance of the period of cram that at present precedes the final examination, (*ii*) to allow the boys facilities to choose the subjects, which will be of real value to them when they leave school, their choice at present being determined solely by the requirements of the matriculation examination.

19. *Expenditure.*—The expenditure on secondary education increased by Rs. 2,78,525. To this increase provincial funds contributed Rs. 65,749; district funds Rs. 57,482 and municipal funds Rs. 22,718; Fees Rs. 96,151 and private sources Rs. 36,425. Of the increased expenditure from Provincial revenues Rs. 64,293 went towards high schools. The increase under district funds was mainly spent on vernacular education in the middle departments, while the increased expenditure from municipal funds was distributed fairly evenly between the High and Middle departments, both Anglo-vernacular and vernacular. Fees contributed Rs. 75,940 of the increase towards high schools, and of the increase from private sources all but about Rs. 5,000 was spent on high schools. Of the total expenditure of Rs. 23,08,691 on secondary education 53 per cent. was met from fees.

20. *Teachers.*—Six hundred and eighty-one teachers were employed in secondary schools in the Ambala division, against 641 in the previous year, of whom 430 had been trained. In the Lahore division the number of teachers employed in secondary schools is 1,458 against 1,342 in the previous year. Nine hundred and seventeen of these had been trained. The total number of secondary teachers rose from 806 to 923 in the Rawalpindi division, of whom 603 held certificates. The total number of such teachers in the Multan and Jullundur divisions is 698 and 1,024 respectively. The number of trained teachers rose from 383 to 456 in the former. Of the secondary teachers in the Jullundur division 622 are trained.

21. *Instruction.*—The quality of the teaching in secondary schools is dealt with at length by the Inspector of Jullundur (see appendix A). Mr. Wright, Inspector of Schools, Lahore, says:—"In the last year's report it was mentioned that the new curriculum with its shorter hours of work had brought welcome relief to young pupils. But the passion for home tasks has, I am afraid, neutralised to a considerable extent the beneficent effect of the new scheme. I am, however, about to take necessary measures to minimise the evil as much as possible. The instructional work is improving though slowly. School excursions are resorted to more generally. The relief they afford from the monotony of school life, and the opportunities offered for independent observation, cannot but have a salutary effect on work in the class rooms. The written exercises begin to show some attempt at originality and the slavish reproduction of the words of the book is becoming less and less common. There is a distinct improvement in map drawing as well as in the teaching of geography in the high department. There is, however, room for much improvement in oral composition and conversation in English. The methods usually followed are those of question and answer, and pupils show a woeful want of practice in continuous oral statement. Too often the teacher's own English is defective and the answers to questions are memorised. This defect tells severely on the geography teaching of the 3rd middle, where pupils for the first time enter upon the study of the subject in English. Its effect is very cramping and whatever lucidity of thought or expression the boy had before vanishes. Then again the syllabuses are not at times drawn up with due care. Careful revision of previous work is seldom carried on along with new lessons."

Mr. Buchanan, the Instructor of Drawing and Manual Training visited the secondary schools in the Lahore, Jullundur and Ambala divisions and gave valuable advice in connection with the teaching of drawing on modern lines which has done much to stimulate interest in the subject. A manual training centre was opened at Lahore under the supervision of Mr. Buchanan to which classes from local schools are sent for a course of practical lessons in woodwork, &c.

22. *Buildings.*—The liberal grants sanctioned for buildings have resulted in much activity in this direction and excellent buildings have been constructed all over the Province while many others are under construction. New buildings for the Government High Schools were completed and occupied at Hoshiarpur and Dera Ghazi Khan, while those at Sialkot, Gujranwala, Gurdaspur, and Lyallpur are nearing completion. Blocks of rooms for the teaching of science and drawing were completed and brought

into use at Jhelum and Rawalpindi and the buildings at Karnal, Mianwali and Muzaffargarh have been or are being extended. The construction of new Government High Schools is about to be undertaken at Ferozepore, Jhang, Multan and Montgomery.

Aided schools also have shown much activity in the construction of new buildings; though there are still many such schools in which the accommodation is insufficient and the buildings unsuitable. Improvements were effected in board schools, though the reports of Inspectors mention that the accommodation in many schools is inadequate.

23. *Hostels.*—There has been much improvement in connection with the construction or extension of boarding-house accommodation, and it is satisfactory to note that the number of well-built and well-ventilated hostels is growing. The boarding-house of the Government High School, Mianwali, has been extended and certain additions and alterations are about to be effected in the hostel attached to the Government High School at Rawalpindi. At Dera Ghazi Khan and Lyallpur the Government High Schools have been provided with new and well-located boarding-houses : extensions are being carried out at Muzaffargarh and a new hostel is about to be constructed at Multan.

24. *Private enterprise.*—The interest shown by private persons in the cause of education continues to increase as is evident from the many new schools and the liberal gifts and donations made by Indian gentlemen. Thus Rai Sahib Lala Makhan Lal of Rewari made a further gift of land for the extension of the playground for the Government High School at Rewari and Lala Shambhu Dayal of Karnal made a similar gift for the boarding-house at Ladwa. In the Lahore division the most notable instance of private liberality comes from Srigobindpur in the Gurdaspur district where Lala Bishan Das, a leading gentleman of the place, made an offer of Rs. 20,000 towards the initial expenses incurred in raising the local Anglo-vernacular middle school to the high grade. The gift of Rs. 12,000 by Lala Gopal Das of Akalgarh has rendered possible the addition of high classes to the middle school at that place. Sardar Raghbir Singh gave a valuable plot of ground for the site of the middle school at Raja Sansi. Khan Sahib Chaudhri Fazl Ali, Rais of Ajnala, Gujrat district, presented sufficient land for the building of a school boarding-house and for a playground and Sheikh Ghulam Muhammad of Adhwal in the Attock district has given a plot of land for the building of a vernacular middle school.

Primary Education (Boys).

25. *Institutions and pupils.*—The total number of primary schools for boys increased from 4,154 to 4,548. To this increase, board schools contributed 238,146 in the upper primary and 92 in the lower primary grade, and aided institutions contributed 159, of which 104 were upper primary. The number of pupils increased by 8,009 and this increase is shared fairly evenly between the upper and lower primary stages. Aided institutions contributed 4,543 towards the total increase and board schools 3,809. The following table shows the increase in the number of institutions and pupils by divisions :—

Division.	*Institutions.*	*Pupils.*
Ambala	48	1,104
Jullundur	80	2,862
Lahore	99	955
Rawalpindi	81	895
Multan	86	2,203

The number of agriculturists' children attending schools has increased by 576. In the Ambala division there was a falling off in the number by 646 which the Inspector attributes to the scarcity which prevailed throughout the year. In the Rawalpindi division also the number of agriculturists' children attending primary schools fell by 626 owing to the stricter application of the term "agriculturist" and to the severe outbreak of plague in the last month of the year.

26. *Expenditure.*—The direct expenditure from all sources on primary schools amounted to Rs. 13,57,993 against Rs. 11,79,364 in the previous year; an increase of Rs. 1,78,629, the greater portion of which (Rs. 1,37,590) is made up from district funds with the aid of Government grants. Municipal funds contributed Rs. 22,393 towards the increased expenditure, while Rs. 12,363 was derived from private sources.

27. *Teachers.*—There were 8,709 vernacular teachers employed in primary schools of all kinds for Indian boys. Of these 4,176 had been trained. The figure reported in the previous year was 8,057 of whom 3,597 had been trained. A very large number of men seek admission to the various Normal schools and to the training classes which have been formed in several districts, and it is satisfactory to note that there has been an increase in the number of trained teachers appointed to board schools. Much has been done to improve the lot of the primary teachers by the institution of graded services under various boards; and the numbers who now seek admission to Normal schools and training classes testify to the growing popularity of the teaching profession. Consequently the selection, which is annually becoming stricter for admission into such institutions, is effecting a gradual improvement in this class of teacher.

28. *Instruction.*—The Inspector of Ambala division writes—"the half-time time-tables prepared by Mr. Wyatt and tried in some of the schools in each district have not been appreciated." The Deputy Commissioner of Hissar says "the people in this part of the Province look upon the school as a sort of nursery, and they will either not send their children to school at all or send them for a whole day to be kept under the eye of the teacher. The studying hours of the children are restricted to 5 or 6 periods of 45 or 50 minutes each (7 A.M. to 10 A.M. and 2½ P.M. to 5 P.M.). If they send their children for half the day, say, from 7 A.M. to 10 A.M., they cannot get any help in their agricultural work from their boys who generally being of tender age are useful to them in tending and grazing their cattle or looking after their fields for which they require their services from early in the morning till sunset. Consequently, if half the day is spent in the school small boys can render little help to their parents in the remaining part of the day. The above is at least the view of the zamindar parents in this district which is probably correct." The Ambala experiment mentioned in last year's report of boys in primary schools meeting only early in the morning in summer and from 10 A.M. to 2 P.M. in winter continues a success in that district. The comments of the Inspector of Schools, Jullundur division, present rather a gloomy outlook as regards the teaching generally in primary schools. He notes:—"Of the quality of teaching generally in primary schools it is difficult to form an estimate. Efficient they certainly are not, but when sometimes a single teacher has to struggle manfully with some forty boys, whose ages range from sixteen to four and whose capacities vary accordingly, and when some of the boys are not even capable of flicking the flies from their faces, it is a cause of wonder, not that they are well taught, but that they learn anything at all. However the teacher by an unconscious application of Montessori methods and by a generous use of the rod does after five years send out from his school boys who have a tolerable knowledge of the three R's. Many boys, it appears, who leave school after three years soon forget how to write anything but their names. But these have been sent to school, because the school provides a cheap and handy nursery. To few indeed is primary education an end in itself; it is rather the first necessary stage on the road to the "Entrance", the door to Government service. Once a rich villager showed me his three sons; two were at school, the third was not. Asked why, he replied that one was to be a Deputy Commissioner, the second a Civil Surgeon, and the third was to till the land, and for this education would unfit him. But the fallacy that education only exists to manufacture "babus" is to some extent being dissipated by the increasing difficulty of finding clerical employment and by the institution of a shorter school day. In this division primary schools generally open at 10-30 A.M. and close at 3 P.M. and boys are expected to help their parents in their work both before and after school-hours.

Of the ordinary working conditions of a primary school it is hard for the Inspector himself to see much. His whereabouts are known and his programme studied. When a school is on his route, he arrives to find the boys in turbans specially dyed and clothes specially washed ; the blackboard is being used, the time-table followed and the teacher showing method and energy. Scouts are posted to bring in early information, and they double off as soon as the Inspector is observed. But occasionally when a long ride has made my visit an entire surprise, the scene has been very different :—the master has been found sitting in an arm-chair doing postal work, the boys dirtily and scantily clad, scattered in all directions and in the nominal charge of monitors. In another school all the boys were occupied in spring-cleaning, because it was thought the Commissioner might pass the next day. A Sunday visit found the boys collected to assist in the distribution of letters. "

The remarks of the Inspector of Lahore division are much in the same strain. He notes that the intelligence of the boys is seldom or rarely exercised in nature lessons, geography and mensuration, the memory rather than the intelligence continues to be cultivated. The teaching of practical mensuration, *Bahi khata,* land records and letter writing in almost all the districts of the Rawalpindi division leaves much to be desired. In connection with the teaching of mensuration, Junior Vernacular certificated candidates are examined in the practical part of the subject in the several divisions of the Province by competent Revenue Extra Assistant Commissioners.

29. *Buildings.*—In the Ambala division 32 new primary schools were built during the year besides several schools being extended. Nine each were constructed in Hissar and Karnal, 11 in Gurgaon, 2 in Rohtak and 1 in Simla. About half the number of schools in the Gurgaon, Ambala, Karnal and Rohtak districts, about one-third in Hissar and almost all the schools in the Simla district have no houses of their own. The five years' building scheme recently introduced in the Jullundur division is being followed by all the districts. Insistence is laid on sanitary sites, on light and ventilation, but throughout the greater part of the year the classes are held out of doors. From the Lahore division also comes the complaint that a considerable number of schools have no habitation of their own with the result that classes are held in insanitary and incommodious houses which are either rented or borrowed for the purpose. The district boards are making efforts to remedy the evil ; six schools were erected in Sialkot, five each in Amritsar and Gurdaspur, two in Lahore and four in Gujranwala ; and many of the existing schools were extended. The Inspector notes that the majority of the people in most districts are keenly alive to the benefits of education, and would gladly join hands with the authorities in providing new school houses if the district boards were to subsidize the village committees and ask them to put up school houses at new centres. The experiment has been tried with success in the Amritsar district. The buildings thus provided would be cheaper and the burden of the boards would be considerably lightened. Thirty-three school houses were built and 26 extended in the Rawalpindi division, but much remains to be done especially in the Shahpur, Jhelum and Gujrat districts. The district boards in the Multan division built 60 new schools, 47 of which were erected in the Lyallpur district.

The adoption of some simple type of primary school building, to be modified where necessary to suit local conditions, seems desirable, as the cost of such buildings varies very greatly at present under different boards without any apparent reason.

30. *Private enterprise.*—Private bodies added largely to the number of schools maintained by them. Gifts of various kinds were also made in cash and in kind.

Training of Teachers.

31. There were in all 1,155 men students in the various training institutions for teachers or 43 more than last year.

32. *Central Training College.*—The number of men seeking admission to the College was even larger than in the previous year, a record year so far as the number of applicants goes. Out of these no less than 151 were graduates, over a hundred were qualified to join the Senior Anglo-vernacular Class, and nearly 250 had passed the F. A. or the Matriculation examination.

An admission test was applied, and it was mainly in accordance with its results that 51 students were admitted to the B. T. Class, 48 to the Senior Anglo-vernacular Class, 58 to the Junior Anglo-vernacular and 80 to the Senior Vernacular. Thus 237 students were admitted in all. The B. T. Class included one lady graduate of the Allahabad University.

The number on the rolls at the end of the year was 274 as compared with 303 in the year preceding. The decrease is solely due to restricted admissions necessitated by limitations of space and facilities for training.

Of the total number of students, 16 were sent from Native States, 6 were sent by the Education Department of the North-West Frontier Province and Baluchistan, and 19 were Khalsa Diwan stipendiaries. Eighty-nine or about a third of the whole were Muhammadans. The proportion might have been higher but for the Sikh and Hindu stipendiaries sent by Native States and the Chief Khalsa Diwan.

The total expenditure during the year was Rs. 1,00,604 against Rs. 98,383 in the previous year, and the cost per student was Rs. 367 against Rs. 324. The increase is due to restricted admissions.

There were 235 boarders or three less than before. One of the reading rooms has to be used as a dormitory on account of insufficiency of accommodation.

The examination results were distinctly good. The percentage of passes in the B. T. examination was 91·5, in the Senior Anglo-vernacular 87, in the Junior Anglo-vernacular 89, and in the Senior Vernacular 92. The College presented in all 231 candidates of whom 208 or 90 per cent. were successful. Nine men were sent up for the Gymnastic Teachers' examination and all passed. Every student trained during the session 1913-14 obtained a post before leaving College : so great is the demand for trained men. Most of the B. T.'s obtained appointments carrying salaries of Rs. 100 or more, in one case even Rs. 150. The Senior Anglo-vernacular certificated men obtained Rs. 70 to Rs. 80 and Junior Anglo-vernacular men Rs. 40 to Rs. 50.

The theoretical and practical training continues to be given on much the same lines as before, and the last year's experiment of sending men to work in the Lahore schools for ten days seems to be working satisfactorily. The Principal complains of a certain misconception on the part of some of the Inspectors as regards the aims and functions of the College. It is certainly never claimed that in the necessarily short period of their stay at the College the students become finished teachers. What the College undertakes to do in the main is, in the words of the Principal, " to give to its students a true aim, an insight into the nature of the being to be educated and a thorough grasp of the principles underlying intelligent and successful work."

The work in drawing is making steady advance, and some of the colour studies came fully up to the standard. The development in wood-work is very gratifying, and its popularity with the students of the highest classes is especially noteworthy.

Mr. Buchanan has, as last year, been lecturing to drawing masters. Lala Rattan Lal and the late Professor Bishambhar Das similarly addressed the vernacular students on subjects connected with nature study. Dr. B. J. Sahni's lectures on school hygiene were also much appreciated. The utility of such gatherings is considerable. The Principal says :—" These are undoubtedly advances in the right direction, and I look forward to the time when the masters of our secondary schools may have annual opportunities of attending classes similar to the holiday courses of Western Europe and the summer schools of America."

The Principal this year speaks more hopefully of the general tone of the college than last. The system of groups described in the report for the year preceding is said to be working fairly well under the circumstances, and special efforts are being made to develop in the students an *esprit de corps*.

The reason why the results achieved do not come fully up to the expectations formed is not far to seek. As remarked last year the College has grown too unwieldy, and with the present strength of the staff and the short duration of the session it is impossible to bestow on individuals the requisite amount of attention. To these causes must be added the want of playing fields. It is hoped, however, that the establishment of a junior College at Jullundur will afford much needed relief.

33. *Normal Schools for Men.*—A new normal school was opened at Karnal during the year, thus bringing the total of these schools to seven. The number on rolls at the close of the year was 563 or 71 more than in the year preceding.

The increasing popularity of these institutions is evidenced by the fact that nearly everywhere the number of candidates for admission far exceeded the available accommodation. The results of the Junior Vernacular Certificate examination were not quite so good as those of last year, still 396 out of 538 passed, or about 73 per cent. Multan continues to obtain the highest percentage, *viz.*, 83·6. The lowest percentage 55 was at Rawalpindi. Frequent changes in the staff of the latter institution are said to be responsible for this somewhat low percentage. An improvement is not noted in the teaching of geography, drawing and mensuration. As regards the last-named subject the practical test in the final examination was for the first time conducted by officers of the revenue department. The results were generally satisfactory.

34. *Training Classes for Men.*—There were in all seventeen training classes in the year under report. The course of training has been extended to nine months. The total number of men turned out by these classes during the year was 305. Four of these classes were in the Jullundur division, five in Rawalpindi and eight in Lahore. There is great competition for admission to these classes, which are reported to be doing good work

There are two Junior Anglo-vernacular classes, each containing 20 students attached to the Government High School, Jullundur, and the Mission High School, Ludhiana.

The authorities of the Church of Canada Mission have made arrangements for starting a similar class at Dharmsala.

35. *Training of Women Teachers.*—The number of students in the Normal School for Women rose from 64 to 92. The number of resident students, however, remains the same *viz.*, 34. For the Senior Vernacular 10 presented themselves out of whom 8 passed, and for the Junior 11 went up and 9 were successful. This is satisfactory. All of them have since obtained work. But the Chief Inspectress remarks :—"It is unfortunate that the district and municipal boards do not give them more encouragement on their return to their substantive posts. Aided schools, however, offer larger salaries to trained teachers." The school has now been transferred to a better house in the same neighbourhood, and the staff has been strengthened. The Chief Inspectress notices a distinct advance in the methods of teaching, and there is also considerable improvement in the outlook of the pupils. She writes :—"The girls are beginning to realise the value of good infant class teaching. They were formerly inclined to subscribe to the idea that only secondary teaching was worthy of the attention of trained mistresses." The training class for Anglo-vernacular teachers attached to the Kinnaird High School continues to be conducted efficiently. The number in attendance, however, is small. There are vernacular training classes at Gujranwala and Amritsar, and the Municipal Committee of Multan have also started one in connection with their Nagri Middle School.

36. *Training Classes for Europeans.*—Near the end of the year under report 20 students were in residence at the Sanawar Training Class, 11 being new admissions. Three came from the Punjab, 6 from the United Provinces, 2 from the Central Provinces, 6 from Madras, 2 from Bihar and Orissa and one from Bengal. Although the number now on the rolls—20—is the largest on record since the opening of the class, for the first time some applicants had to be refused admission. The new students are said to be of a stamp distinctly superior to those who joined last year.

The examination results were good, and the Principal speaks in terms of praise of the tone of the class and the work of the staff. As regards the work of Mr. Sanderson, late Master of the class, the Principal remarks:—" It is largely owing to his efforts that the class is what it is to-day. He guided it successfully through its initial difficulties, and the fact that the institution is now well known and that Sanawar trained men never have any difficulties in getting places and are always welcomed by headmasters is due to his devoted and efficient work." The buildings occupied by the institution are old and unsuitable, and the equipment, especially in science, leaves much to be desired.

There were 34 women students at St. Bede's College, Simla, or two more than last year. All the sixteen presented for the teachers' examination passed. This is a very good record of work. About 120 of St. Bede's students are now teaching in various parts of India and Burma.

Professional, Technical and Industrial Education.

37. *Professional institutions.*—The Law College, which is now housed in the western portion of the old Convent building purchased by the University, had 133 students on its rolls against 112 in the previous year. The hostel, which is located in the first floor of the building and a separate block of rooms, finds accommodation for 46 resident boarders. The staff consists of the Principal and two lecturers. Admissions to the Medical College increased by 14 to 172, while in the school there was a corresponding decrease of 14, the number being reduced to 352, which dropped further at the end of the year to 258, owing chiefly to the names of 90 military students having been struck off the rolls for insubordination. Sanction to the extensions to the buildings under the King Edward Memorial scheme having been received, the work was taken in hand last October and is being pushed on.

Female students are trained at the Women's Christian Medical College at Ludhiana which is now the Punjab Medical School for Women.

The Yunani classes at the Islamia College and the Vedic classes at the Dayanand Anglo-Vedic College had 25 and 37 students, respectively, on their rolls. The question of constructing a separate building for the latter is under the consideration of the Committee. There were 173 scholars on the rolls of the Veterinary College, practically the same as last year. In spite of the difficulties the staff and students had to contend with owing to the demolition of buildings and the absence of a dissecting room and laboratory, the results of the year's working has been satisfactory.

The Agricultural College had 63 students on its rolls. With the close of the diploma examination held in April last, the three years' syllabus of the College was brought to a close and a new syllabus consisting of a four years' course divided into two parts was introduced. The first part of the course will include practically all the agricultural tuition previously given in the old three years' course, as well as courses in English and Arithmetic; while the second part will include instruction in agricultural science.

The difficulties hitherto experienced in recruiting students for the College classes have now been removed by the change in the syllabus, the increase in the pay of assistants and the lowering of the cost of agricultural education. In addition to the new syllabus an innovation was made in extending the class for Assistant Commissioners in Indian Rural Economy so as to include a number of Canal Officers, Extra Assistant Commissioners and Canal Zilladars. All thirteen of the candidates who presented themselves for the diploma examination

passed. The average ability of the candidates was on the whole much higher than in the two previous years. The Principal reports that one of the most unsatisfactory features of the College is its water-supply which, has been wholly insufficient for requirements for several years past, owing to an error in laying down the municipal pipe line in the first instance. A scheme for supplying water from a tube well in the estate is accordingly being worked out. Various improvements were made in the College buildings and others are in progress, among the former being the provision of quarters for three assistant professors and four research assistants, the construction of dairy buildings, and the extension of the workshop in the form of sheds for instruction in agricultural engineering.

There were 80 students on the rolls of the Government School of Engineering at Rasul, 34 of whom were Hindus, 27 Muhammadans and 19 Sikhs. Forty-five students qualified, and 85 per cent. of these secured employment, nearly one-half of these are employed in the Punjab Irrigation Department. The scope of the workshop training was enlarged, and the students are now beginning to evince much interest in this department of the work.

The total number of students receiving instruction in the Hindu Technical Institute at Lahore was 74. Of these 25 belonged to the mechanical engineering, 21 to the engine drivers, and 28 to special departments, which include milling, fitting and motor classes. The institute continues to do good work in imparting practical training to its students.

38. *Industrial training.*—The number of students in the Mayo School of Art rose from 243 to 251, of whom 131 were Muhammadans, 87 Hindus, 26 Sikhs and 7 Indian Christians. An important innovation during the year was the increase of the working hours in the workshops to eight hours a day, and the appointment of a works-overseer in order to bring the work of the school more into line with commercial enterprise. Though the system has only been in force six months, there has been a marked improvement in the amount and quality of the work done. Two new classes—cotton-printing and polishing—have been added to the school in connection with the development scheme. There now remains only book-binding to complete the original scheme, and this has been deferred owing to the impossibility of obtaining the machines from England. All the other departments are in full working order and the machinery shafting, &c., are working efficiently and producing satisfactory results.

There has been an increase of 24 in the number of students who are being trained as drawing teachers. The demand for trained teachers is greater than the number that can be supplied, owing to the period necessary for training, but this difficulty will be diminished in each succeeding year. The training is now very thorough in practical work, and each 2nd and 3rd year student has to attend a special course of lectures on the theory and practice of class teaching and demonstration, and the value of drawing as a means of general education. The only defect in the boys trained is that they do not as a rule understand English, and it will probably be necessary in the near future to raise the standard of general education required for admission to this department.

A small craft exhibition of the students' work was organised and held in the Lecture Hall of the Museum at which the work of every department of the school was represented. The exhibition remained open for a week and was much appreciated by the numerous visitors.

Of the 60 boys who left the school, 32 had completed their training, and 27 of these received appointments through the school; 11 of the latter are holding Government posts and 8 are serving local boards. Of the 28 who had not completed their training, 10 received appointments.

The number of industrial schools in the province increased from 24 with 2,249 pupils to 28 with 2,540 pupils.

Mr. Heath, Principal of the Mayo School of Art, has written an interesting report on the industrial schools in the Province which has been printed in a separate (Appendix B). The recommendations made by Mr. Heath will be considered separately.

39. The Reformatory School at Delhi provides accommodation for 154 boys. There were 139 pupils on the rolls, the same number as in the previous year. The general behaviour of the boys has been very satisfactory, the number of punishments having fallen from 18 to 11. For the first time in the history of the school a holiday camp was organised on the banks of the Agra Canal about 12 miles from the school which was thoroughly enjoyed, involving as it did a complete change of environment and routine. The boys' behaviour in camp was exemplary, and the Superintendent remarks that "it was very evident that they had resolved to show by their conduct that they valued the privilege and could be relied upon to respond to the trust reposed in them." Twenty-five boys were discharged during the year, and one escaped. Nineteen of the former have obtained employment, two are unemployed, and one was reconvicted.

40. The school for the blind attached to the Railway Technical School continued to do satisfactory work. There were 18 pupils on the rolls. The Shushila memorial deaf and dumb school, which receives a grant-in-aid from Government, under the management of Mr. Chatterji is still in an experimental stage. There are at present 7 day pupils being educated in reading, writing and arithmetic. There is no industrial class, but arrangements have been made to send the pupils to the Railway Technical School for the purpose. Though there are no boarders, accommodation for half a dozen or so exists.

41. *Clerical and Commercial Training.*—There has been a decrease in the pupils attending the Government Clerical and Commercial School at Amritsar, the numbers having fallen from 59 to 48. The Evening Continuation Classes for men conducted by the Young Men's Christian Association and those for women conducted by the Young Women's Christian Association continue to do useful work.

Education of Indian Women.

42. *Statistics.*—The number of girls' schools rose from 831 to 919. The increase is made up of one Government school, 39 board, 44 aided and 4 unaided schools; 8 of these were high, 36 middle, 738 upper primary and 137 lower primary. The number of pupils increased from 42,792 to 44,996. The increase is principally in the lower primary classes where the numbers have risen by 1,872. But for the outbreak of plague and fever the increase would have been more marked. The following table shows the distribution of schools and scholars according to divisions :—

Division.	*No. of schools.*	*No. of scholars.*
Ambala	122	4,145
Jullundur	184	7,140
Lahore	261	15,802
Rawalpindi	219	10,391
Multan	133	7,518

43. *Instruction.*—There is an increasing demand in the larger centres for an Anglo-vernacular education for girls, but it is difficult at present to secure teachers with a sufficient knowledge of English. In the Mission High Schools English is very well taught, and the girls usually speak and write with facility. In many of the aided secondary schools English is taught as an optional subject. The pupils do not, however, get much practice in speaking, though they read and understand fairly easily.

College scholarships are now held in the Kinnaird Collegiate School and the Gordon Mission College, Rawalpindi. The six years' course prescribed for the Lady Hardinge Medical School has deterred girls from taking up the Medical scholarships offered for the F. A. work. In vernacular secondary,

schools an interest is evinced in higher education in vernacular and classical literary subjects. A class for the Pragana examination of the Punjab University has been opened in Multan and at the Victoria Girls' School, Lahore, and provision is made for teaching up to the University proficiency standard in Urdu, Hindi and Punjabi. The vernaculars taught in girls' schools are Urdu, Hindi and Gurmukhi, which are for the most part distributed according to religions. In one school at Simla and two in Rawalpindi Bengali is taken up. It is satisfactory to note that many of the girls in middle schools take up a second vernacular, very often in addition to a classical language, Sanskrit or Persian. In aided schools large salaries are offered to attract trained teachers, and a real appreciation of higher education is evinced. It is not, however, sufficiently realised that the teaching of the infant classes is at least as important as that of the high department. The Victoria School for Girls, which was taken over by Government on the 1st April, 1914, has been made a model school in this respect, and under the direction of Miss Hart, the head mistress, aided by nine assistant teachers, the teaching of the lower primary classes is entirely on Kindergarten and Montessori methods. The school is used as a practising school for the Normal School, and the effects of the better methods of teaching should be far-reaching. As regards domestic economy, the Chief Inspectress notes :—" It is very difficult in day schools to do any practical domestic work for the conditions are different to those of a home. It is hardly possible to aim at more than forming habits of industry, punctuality, neatness and cleanliness, and to try to give the children an intelligent knowledge of sanitation and elementary laws of health. On the other hand, plague and other epidemics are so frequent in the Punjab that it is urgently necessary that a realization of the necessity for precautions against infection should be emphasised.

" In the Pathankot American Mission High School a fund was started by which money is being collected to put up a small Indian house in the compound. The classes will take it by turns to manage it and do the whole house work and cooking.

" In the vernacular boarding schools the girls cook, clean, and sew. In Sialkot and Sangla Hill the cottage plan is carried out and the boarders divided into 'families' in which the elder girls look after the younger ones who in their turn help them in their house work. In the Anglo-vernacular boarding schools much time cannot be spared for domestic work, but cooking classes, etc., are regularly held. In the aided day schools, Saturdays are usually devoted to cooking, but owing to the expense of materials and caste difficulties only a few children really learn much. The Sikh Kanya Maha Vidyala in Ferozepore pays much attention to the domestic side, but the girls have to work for too long hours in addition to their six hours in school. Physiology and hygiene form a regular part of the curriculum in all secondary schools. The subject is however not put to any practical use and the pupils do not derive much benefit from it."

Needlework is a popular subject and many beautiful kinds of embroidery such as *kasida*, net-work, Peshawari gold embroidery (*tilla*) are done. Plain sewing is not good except in the Anglo-vernacular schools; it is not on a graduated scheme, and there is a tendency to buy machines and let the pupils neglect hand-sewing. Knitting is very poor. The shape of socks is incorrect, and the knitting even of neckties irregular in width. Crochet is taken up but is of little educative value. In industrial schools at Salamatpur and the Catholic Mission at Khushpur work is brought up to a saleable standard. Lace making is very well done, and in Clarkabad Mission School spinning and weaving is thoroughly taught.

44. *Drawing classes.*—Mr. Buchanan held a class for teachers of Indian schools in October 1914 with great success. The teachers took up the new methods of teaching drawing with enthusiasm, and many of them shewed particular aptitude in this subject. Up to this drawing has been much neglected in girls' schools, but with the help now given it is hoped that drawing will be included in the curriculum of the better staffed schools.

45. *Zenana classes.*—The work in the Punjab is for the most part done by Missionary societies. Reading is taught with a view to the reading of religious books. The only non-sectarian classes at present are taught by the house to house teachers of the Punjab Association. The work of zenana classes has always been very irregular and of doubtful benefit to education for each pupil only reads for a few weeks or months and the classes are constantly changing. There is, however, an opening for Continuation Classes in large centres, to enable teachers and others to improve themselves and take up such subjects as English, classical languages and drawing. The Society for the Promotion of Scientific Knowledge has proposals under consideration for vernacular classes worked on the same lines as those managed by the Young Women's Christian Association.

46. *Buildings.*—On the whole, the secondary schools supported by private societies are, with the aid of grants from Provincial revenues, well housed and even the primary institutions are not nearly as bad as those maintained by local bodies. Local bodies are in some cases taking up the question of providing suitable accommodation for girls' schools. Much, however, still remains to be done for the majority of schools are over-crowded and insanitary. In many instances village schools have no building at all. A new building for the Preparatory School for Boys in connection with Queen Mary's College has just been completed.

Education of Europeans.

47. *Statistics.*—The number of schools increased by one to 36 owing to the opening of a Railway Primary School at Bahawalnagar. Thirty-four of these are public schools. The station school at Delhi, which remains in charge of the Inspector of European Schools, Punjab, for purposes of inspection, &c., is not included in the returns. There were 2,707 pupils in public schools against 2,655 in the previous year. The number of private schools remains the same, *viz.*, two, but the number of pupils in them decreased from 69 to 47. The total expenditure from all sources amounted to Rs. 10,52,257, against Rs. 10,84,075 in the previous year. Imperial revenues contributed 15·9 per cent.; Provincial revenues 41 per cent.; fees 32·3 per cent.; and other sources 10·8 per cent.

48. *Teachers.*—The total number of teachers employed was 207, against 210 last year. Of these 19 hold University qualifications, 111 are trained and certificated. Of the remaining 96, 34 are certificated and have passed the Government Teachers' Certificate examination for untrained teachers. There are now 22 schools with 74 teachers that have joined the Teachers' Provident Fund against 14 and 54, respectively, last year. Substantial improvement has been made in the pay of teachers during the last four years. The scale of salaries for women teachers is considered fairly satisfactory on the whole, but as regards masters more remains to be done to make the profession attractive.

Sanction has not yet been received to the scheme submitted to the Government of India for the revision of the salaries of the staff of the Lawrence Military Asylum at Sanawar.

49. *Examinations.*—For the High School examination 75 candidates appeared of whom 42 (17 boys and 25 girls) passed, a percentage of 56. These numbers include seven private candidates and also one candidate from the Quetta school. The pass percentage of Punjab schools alone was 57. One hundred and fifty-one candidates sat for the Middle School examination, of whom 97 (47 boys and 50 girls) passed. The percentage of passes in Punjab schools alone was 66·6.

A centre for the Cambridge Local examinations was formed in 1913 at Simla. This year arrangements are being made to open a new centre at Lahore. There is a growing desire in certain schools to substitute the Cambridge Local examinations for the departmental tests. The Inspector notes that "the dangers ahead of such a change need to be kept in view. The Cambridge syllabus should not be allowed to dominate the curriculum.*** It is very doubtful, indeed, whether the Cambridge Local examinations are in any degree ideal examinations for secondary schools, and especially for schools in India, and the Pre-

liminary and Junior examinations are in some ways actively prejudicial to real education." The London Chamber of Commerce examinations were again conducted under the superintendence of the Inspector of European Schools. Ninety-three candidates appeared for the last examination, of whom 27 were Europeans. The subjects taken for these examinations are Book keeping and Accountancy, Commercial and Industrial Law, Banking and Currency, Shorthand and Typewriting, Mathematics and Drawing.

50. *Scholarships.*—At the close of the year there were 72 scholarships current, 26 of which were held in boys' and 46 in girls' schools, in addition to 11 college scholarships. The State technical scholarship tenable in England awarded last year to Mr. W. Sorby has been held in abeyance for the present, Mr. Sorby having gone to the front as an officer of the Indian Army Reserve.

51. *Instruction.*—The Inspector reports that, generally speaking, the girls continue to do better in English than the boys. There has been a distinct improvement in composition, though the work in certain boys' schools is not yet quite up to standard. The teaching of Arithmetic in girls' schools has improved considerably during the last two years. Trigonometry has improved in boys' schools but Algebra is still rather unaccountably a weak subject. The new syllabus in drawing, will, it is hoped, shortly be introduced into all schools. Several schools have already begun this work with success.

Practical work in cooking, laundry work and house craft continues to be a special feature in five girls' schools, and in almost all girls' schools the teaching of domestic economy on really practical lines has been a feature of the last three years. It is satisfactory to notice an increase in the number of boys who now read for the higher examinations at the University and elsewhere. In this connection the Inspector remarks " that fewer boys than girls should continue their studies beyond the high school is an anomaly that is probably to be found nowhere but in India and amongst the domiciled community. That this should be the case amongst members of the domiciled community is not easy of explanation. My own view is that in the past parents found that they could place their boys very fairly well without being compelled to have recourse to a University or higher course of study. Parents and boys have not in the past been quick to see where their interest lies in this matter. Now that they are beginning to realise things as they are, members of the community will doubtless strive for their sons to be at least as favourably placed as their daughters in regard to higher education, realising, perhaps, that to the mentally alert the future holds out bright prospects. But another cause of fewer boys than girls taking up advanced studies is the great question of want of means. A boy's higher education costs more than that of a girl. Hence I advocated the raising of the high school scholarship from Rs. 20 to at least Rs. 30 per mensem. "

52. *Physical training.*—Physical instruction is given in every school and games are regularly organised both in boys' and girls' schools. The volunteer movement in boys' schools continues to flourish, and the boys as cadets attain a high degree of efficiency in drill and musketry. This movement has been much more marked since the outbreak of the war, and it is a matter of the greatest satisfaction to record that nearly all the Punjab schools are well represented in the various ranks of the army. Indeed not a few *ex*-pupils have already fallen in the service of their King and country.

The Lawrence Military Asylum at Sanawar has been able to send a contingent of masters and boys direct from the school to serve as a signalling unit. The boy-scout movement has been greatly extended, and there are now nearly 320 boy-scouts in the Province. There are troops of girl guides in Simla and Lahore. The annual boys' holiday camp at Sanawar, instituted in 1909, was held from the 15th September to the 2nd October and was, as usual, a great success.

53. *Buildings.*—Building grants to the extent of Rs. 38,099 were given towards the building or enlargement and improvement of eight aided schools. The Cathedral Girls' Orphanage, Lahore, towards which a grant of

Rs. 20,000 was sanctioned, was completed and occupied in October last, and is an excellent building in every respect. Bishop Cotton School, Simla, received a grant of Rs. 13,327. The gymnasium at this school was completed during the year; while the Mayo School, Simla, has built a spacious playing shed and new domestic economy rooms which are well equipped. The Station School, Delhi, has recently been given an excellent site for a new school building and also a building grant. Amongst Government schools extensive improvements have been carried out in the boys' and girls' departments at the Lawrence Military Asylum, Sanawar, including four sets of quarters for Mistresses, improved ventilation of the dormitories, a new kitchen, &c. There is, however, much still remaining to be done to complete the scheme. Work is proceeding on the new boys' school at Ghora Gali, the foundation stone of which was laid by His Honour the Lieutenant-Governor last April. Electric installations have been provided in several institutions towards the cost of which grants were given by Government.

Education of Muhammadans.

54. The general question as to the measures necessary for the improvement of Muhammadan education, which was referred to the Anjuman-i-Himayat-i-Islam, was dealt with by that body in a comprehensive memorandum, which is now under consideration.

55. *Statistics.*—The following table summarises the *increase* during the year in the number of pupils of each community in institutions for general education :—

	Muhammadans.	*Hindus.*	*Sikhs.*
Public Primary Schools for boys ...	2,533	3,910	992
Ditto ditto girls ...	1,140	160	209
Public Secondary Schools for boys ...	203	2,279	1,536
Ditto ditto girls ...	228	317	10
Arts colleges	78	216	25
Total ...	4,182	6,882	2,772

The figures given above are not reassuring, showing as they do that the Muhammadan community instead of making up lost ground in the matter of education is far from keeping pace with the other communities in its ratio of annual increase.

In the matter of secondary school education, the number of Muhammadan pupils attending Anglo-vernacular schools is actually 690 less than in the year 1913-14, the increase of 203 pupils shown in the table above being entirely due to an increase of 893 in the numbers attending middle vernacular schools.

In view of the fact that the year under review saw the opening of some ten new Muhammadan Anglo-vernacular schools, the decrease in the number of scholars attending such institutions is the more remarkable.

The only satisfactory feature in this table is the great improvement, amounting to a twelve per cent. increase, in the number of Muhammadan girls attending school.

The percentage of Muhammadans in colleges works out to 23, but a certain number of students, as noted in the last year's report, attend the Muhammadan Anglo-Oriental College, Aligarh.

When we turn to professional and technical institutions the figures are a little more satisfactory.

In professional colleges the number of students by communities are :—

	Muhammadans.	*Hindus.*	*Sikhs.*
Total enrolment	243	407	135
Comparison with 1913-14 ...	—8	+2	+29

Of the 243 Muhammadans attending such colleges it is interesting to note that 110 are at the Veterinary College in which there are only 24 Hindus and 39 Sikhs. On the other hand, at the Medical College there are only 17 Muhammadans as compared with 124 Hindus and 31 Sikhs.

For training in technical schools the statistics are as follows :—

	Muhammadans.	*Hindus.*	*Sikhs.*
Total enrolment	1,854	1,579	395
Comparison with 1913-14 ...	+185	+34	+5

(The figures for Hindus are abnormal owing to troubles at the medical school). The table above is far more satisfactory from the point of view of Muhammadan education. The preponderance of Muhammadan pupils is chiefly due to the figures for industrial schools, in which there are 1,186 Muhammadans as compared with 700 Hindus and 219 Sikhs, and those of the Mayo School of Art which is attended by 131 Muhammadans, but only 87 Hindus and 26 Sikhs.

Leaving the figures for private schools out of account, as these cannot be considered reliable, the increase of pupils in institutions of all kinds is as follows :—

	Muhammadans.	*Hindus.*	*Sikhs.*
Boys	2,991	6,438	2,587
Girls	1,383	504	236
Total ...	4,374	6,942	2,823

These figures do not compare favourably with those of 1913-14 which were :—

	Muhammadans.	*Hindus.*	*Sikhs.*
Boys and girls	14,281	9,968	3,515

56. The following statement shows the proportion of Muhammadan scholars to the total number of scholars in each of the secondary stages of school education (English and Vernacular schools) :—

Secondary schools.	High stage.	Middle stage.
29·44	27·04	30·09

57. *Inspector's reports, Ambala.*—The Muslim high schools at Ambala and Panipat were completed during the year, and these, together with the Islamia middle schools at Simla and Sadhaura and the Anglo-vernacular primary schools at Kaithal, Rupar and Panipat, cater for the needs of Muhammadans, while there are board schools for girls and aided and unaided elementary schools in almost every town of importance. A boarding-house for Muhammadans is maintained at Rupar.

Jullundur.—Here the Sikhs continue to increase the number of their school boys at a slightly quicker rate than the Hindus or Muhammadans. In connection with Anglo-vernacular secondary schools, a middle school was brought into recognition at Jullundur ; at Hoshiarpur a considerable strengthening of the staff of the Islamia school and the better organisation of the school life was effected. At Ludhiana continued dilatoriness and the usual frequent changes among teachers is reported, and the primary schools at Ferozepore, the Inspector remarks, are not remarkable for efficiency. "Probably one of the most interesting and useful Islamic institutions in the Province", says the Inspector, "is the Kot Abdul Khaliq Middle School, a few miles from Hoshiarpur, an institution of indigenous growth with an environment of educational value," and he adds that "few boys can leave this school without being the happier, healthier and handier for their stay".

Lahore.—There has been much activity in this division. The Muhammadan community has established ten Anglo-vernacular schools in different places, five of which are of the high, two of the middle and three of the primary grade. With the exception of Sialkot each district is provided with one Islamia High School at least. All these schools are managed by the

local Islamia associations, and with the aid of maintenance grants from Provincial revenues are making steady improvement under the guidance of the inspecting staff.

Multan.—The Muhammadans of this division, though still a backward community educationally, are evidently showing signs of advancement. In the previous year there were no Muhammadan schools above the middle grade. In the year under report a new Islamia High School and another high department were recognised. Two more Islamia institutions have added high departments and are working for recognition. A new Muhammadan hostel in the Lyallpur district was brought on the grant-in-aid list and a special grant of Rs. 10,000 has recently been sanctioned from provincial revenues for the construction of a hostel for the Islamia School at Multan. The Jampur Branch of the All-India Muslim League is interesting itself in the religious instruction of Muhammadan pupils attending public schools.

Rawalpindi.—The Inspector (Khan Bahadur Maulvi Umr-ud-din) writes that " in point of secondary Anglo-vernacular education the Muhammadans have made no progress and lag behind their rival communities, and in spite of an increase in their numbers in public schools the percentage of Muhammadan pupils of school-going age is very low as compared with that of the Hindus and Sikhs ". The chief cause which retards the Muhammadan progress, he adds, is their poverty. The special fee concessions and the Victoria scholarships intended to encourage English education among Muhammadans are looked upon as a great boon from the Government, and are much appreciated by the community. The O'Brien Islamia High School at Shahpur which was opened in April, 1914, owes its existence to the private enterprise of the community. In the Jhelum district the Muhammadans of Daryala Jalap raised their vernacular primary school to the status of a vernacular middle school.

The Anjuman-i-Mufid-i-T'alim of Mianwali has awarded 29 stipends of the aggregate value of Rs. 25-8-0 per mensem to poor Muhammadan students in some of the board schools of the district.

The Punjab Text Book Committee.

58. The general committee met six times during the year, and there were twenty-eight meetings of ordinary or special sub-committees.

The number of books submitted for the consideration of the committee continues to increase. The total number considered was 723 against 673 in the previous year. Of these 280 were recommended to the Department for use in schools and 443 were rejected as unsuitable. The majority of the rejected books were found unsuitable, in the case of English publications, because no attempt had been made to adapt them to Indian needs and conditions, and in the case of vernacular books, because they did not reach the standard of quality required by the Committee.

It is a matter of regret that the Rs. 10,000 set aside by the Committee for rewards for vernacular literature was not utilised in full, since most of the 45 books submitted for competition were not of sufficient merit to deserve the award of a prize.

Five books were added to the number of publications of which the Committee own the copyright.

The Punjabi version of the book entitled " Life, Light and Cleanliness," by Major Perry, I. M. S., which has already been published in English and Urdu, is under preparation. Permission to translate the book into the vernaculars of other Provinces has been granted to Messrs. Macmillan and Co., and it has recently been prescribed by the Madras Government as a text-book for the School Final examination. The publication of this little book has, it is believed, rendered a distinct service to the cause of sanitary reform, and steps are now being taken to bring it to the notice of district officers so that the elementary knowledge which it presents in so interesting and simple a

form may be widely diffused among the rural population of the Province. Steps have also been taken towards the preparation of the book entitled Shah Rah-i-Tandrusti (Lessons on Health and Disease) by Dr. Staley in Hindi and Punjabi. In addition to the works already published several books which were completed during the year are now being put through the Press. These include a Manual of Physical Exercise for girls in Urdu, by Mrs. E. Tydeman. This book, which has been based on the Swedish system of drill for girls, will, it is hoped, satisfy a long felt want in the Province. Arrangements were made during the year to secure the services of a competent artist to illustrate the Committee's publications, and judging from the drawings already prepared it is hoped that the vernacular text-books of the Province will before long bear comparison with English text-books in the matter of coloured illustrations. The sum of Rs. 11,962 was expended on books and periodicals for presentation to schools, against Rs. 12,713 in the previous year. The number of volumes presented to the libraries of Anglo-vernacular schools and other institutions was 2,341 and to vernacular middle schools 2,179.

The alterations and additions to the rooms of the Text-Book Committee were completed during the year, and the new rooms are now in use and afford sufficient room for the display of maps and charts, which hitherto had to be hung above the book almirahs in the library where they were too high to be seen to advantage.

The year opened with a balance of Rs. 39,831, the receipts during the year amounted to Rs. 22,692 making a total of Rs. 62,523. The disbursements amounted to Rs. 21,519, leaving a balance of Rs. 41,004 at the end of the year.

Conferences.

59. No important educational conferences took place during the year. An informal consultation was held at the beginning of the year between the Director and the Divisional Inspectors of Schools at which the following questions were discussed :—

(*a*) The institution of a School Final Examination.

(*b*) Medical inspection of school pupils.

(*c*) Effect of the new grant-in-aid rules.

(*d*) Strengthening of the inspecting staff.

(*e*) New training institutions.

The usual meetings of the Headmasters' and Teachers' Associations were held at the principal educational centres.

60. Professor Fournier d'Albe was appointed University Lecturer in Physics during the last cold weather and held several meetings of those engaged in teaching this subject which proved most interesting and instructive.

J. A. RICHEY,

Offg. Director of Public Instruction, Punjab.

APPENDIX A.

Report on Secondary Schools in the Jullundur Division.

By Mr. G. A. Wathen, Inspector of Schools, Jullundur Division.

The condition of the secondary schools fills me with dismay. In the 88 such schools there are now 20,507 boys, including those at the primary stage. And these figures exclude all unrecognized secondary schools of which about 18 are known to exist. Thus while in village primary schools there has been an increase of 2,852 pupils, in recognized Anglo-vernacular secondary schools alone there has been an increase of 1,712; and merely in unaided schools fees have risen by Rs. 29,890. Of these twenty thousand boys it is safe to say that 90 per cent. look forward to Government service as their one ambition; and indeed when at the age of nineteen or twenty they eventually emerge from the Entrance examination, they have lost any power of initiative or adaptability they might once have had. Sir John Gorst, when British Minister of Education, remarked of the department for which he was responsible :—"Of the millions now being spent on education, a large proportion might as well be thrown into the sea for all the good that is being done; for we are rearing a stunted race, crushing their initiative and smothering them under mere book-learning". For the reasons stated below the words of Sir John Gorst appear to apply to many of the secondary schools in this division.

Statistics.

All Anglo-vernacular secondary schools conform to the same type, a type in which courses of study and examinations predominate, and to this system scholars are sacrificed. It has been well said that the strongest factor in education is environment and that it is the chief function of a school to create and maintain an environment whose influence will be healthy and inevitable. But such an environment as Jowett created at Balliol or Thring at Uppingham is nowhere to be found. Schools are so organized as to crush out all distinctive personality and to turn out all boys with minds of the same mould. Nor can such an environment be created without good buildings, hostels, generous playing-fields, strong personalities and organized activities. And most of the schools are handicapped by a weakness in one or other of these essentials.

The type of school.

Of the secondary school-teachers about one half are now trained; and the trained man is not only as a rule a better teacher but a more contented man with a greater interest in his profession. But even the best are products of the system they perpetuate and therefore hardly conscious of its weak points. And most of them are engaged in the impossible task of teaching subjects through the medium of a language of which they are not themselves masters and which their pupils cannot understand. Some of them make pathetic attempts to adopt the so called direct or natural method, forgetting that the originator of this method presupposes in the teacher a working knowledge of the language to be taught. In many schools it is supposed that any body can teach English to the primary classes, and so it happens that a teacher having stood up and said to the class "What I am making" commends the pupil who replies, "Sir, you are standing the floor." The older generation of Indians, "laudator temporis acti," complain that they are paying more than formerly and getting less, and they sadly contrast the old schoolmaster with the new. The older type now getting rare was by instinct and heredity a teacher, a man who loved his craft and by his enthusiasm appealed to the imagination of his pupils. The new type dulled by the courses he has to teach regards it as his main duty to see that his pupils temporarily acquire a certain amount of knowledge which they can reproduce in an examination. And so he follows the least line of resistance :—to give his class a certain task and to punish those who do not do it. In one instance to my certain knowledge a boy of fifteen worked six hours at night and was the next day caned because out of eighteen questions in Algebra he had failed to do seven. And the eighteen questions were only a small part of his home-work.

The secondary school-master.

But the teachers in many schools, and practically in all "Committee-run" schools suffer greatly from having no security of tenure, no provident fund and no prospects.

Some of the weaknesses of the private secondary schools in this division are due to the powers exercised by the school-manager, a functionary often of far greater importance than the headmaster. One of these managers recently dismissed at 24 hours' notice a Master of Arts who had served more than a year as headmaster, and he justified his action by saying—"I am the master of the school and he is my servant." And the cause of the dismissal was the failure of the headmaster to oblige the Manager in a private matter. Another Manager ordered a headmaster to issue no more leaving certificates without reference to him, although the headmaster is bound under certain conditions to issue such certificates. But this headmasteer weekly took each applicant to the Manager's private house where presumably the boys were cajoled not to leave. A third Manager made fifteen changes on his staff in the course of a single year.

The school-manager.

One of the most disquieting features in the educational development of the division is the growing bitterness of sectarian rivalry. This I have already referred to in my report on the Hoshiarpur district where it is seen at its worst. The schools once started have

Sectarian rivalry.

to be filled and kept full; boys must at all costs be obtained, for boys exist for the schools and not the schools for the boys. And so in the beginning of the school year parties are sent into the surrounding villages to bring boys in; members of committees induce boys to leave one school and join another; fictitious and illiterate guardians apply for leaving certificates, and complaints against the rival school, often equally fictitious, are lodged with the Inspector. Infringements of rules are connived at, promotions liberally given, and in one case a boy was actually admitted with a forged leaving certificate from a school which never existed. The effect on the boys is an entire change of destiny; left alone, they would become useful members of the community, producers of food and fathers of healthy children; cajoled to school they become parasites on society, consumers of cram books and patent medicines; and having passed the "Entrance" bitterly complain against a Government which gives no employment to those who have spent so much on their education. And so they too open schools, professedly to "give the noble gift of education to others," actually because there is nothing else for them to do.

Health, physique and games.

There is no guarantee that a boy going to a secondary school in the Jullundur Division will gain thereby a stronger body and better health; indeed there is a possibility, even a likelihood, that he will become weaker. Drill, it is true, is compulsory, but as often conducted it fails entirely of its purpose. One flat chested, anaemic youth dressed perhaps in a vest, two shirts, a waistcoat and a coat with a muffler round his neck lifts himself up once or twice to the horizontal bar (aided by the instructor) while the rest of the class, equally muffled up, await their turn. In the whole so-called drill period not one boy is made to perspire or even take a deep breath. Games are played really well and thoroughly enjoyed by the stronger and more athletic, especially among boarders; but in few schools only is organisation so good or grounds so large as to provide all boys with regular recreation. But undoubtedly progress is being made, and I am expecting good results from physical culture classes for selected weaklings, which have in several schools been recently instituted. Poor physique is often due to malnutrition and unhealthy homes, and I have a general impression that boarders, for whom the schools are immediately responsible, are at any rate in the better schools better fed and stronger than day-boys.

In some schools weights are taken; in most eye-sight is tested, but such amateur measures result in little more than entries in registers. In one school I investigated the weights, and I found that no action whatever had been taken even in cases where a boy had increased in height by four inches and remained stationary in weight. Similarly weak eyes are sometimes discovered, but the discovery seldom leads to the wearing of spectacles.

District and divisional tournaments have been held, and they are greatly enjoyed by the public, but of their educational utility I am doubtful. Tournament teams tend to monopolize school games and to exhaust funds; a spirit of professionalism is bred; good sportsmanship, especially in supporters, is rare; the desire to win is naturally great, but the desire that the enemy should be beaten is curiously greater. Evidence of the exaggerated importance attached to skill in games and success in tournaments is seen in the case of the "approver" Sucha Singh who when he was far away from school tampering with the loyalty of troops was actually marked present, because he was a good cricketer; and had his percentage of attendances been small, he could not have taken part in the tournament.

Little children.

For the games of the smaller boys there is seldom much organization, and the interest of school-life would be greater and the mental and bodily conditions healthier, if regular recreation were arranged and supervised. In the Ferozepore district games-masters are sometimes found, but they too do more to teach games to boys already tolerably efficient than to instil vigour by healthy organised recreation into those who are weak. The real remedy seems to lie in the appointment of more masters who enjoy life and recreation and are determined to make their pupils enjoy life too.

Cost of education.

The present rate of fees and of grants are such as to make the cost of maintaining an aided school extremely small. In fact the management of a large and successful school may actually make a profit, or at any rate have to pay less than a rupee per annum per boy. Many schools, even unaided and unrecognized, pay their own way, for the demand for English teaching is great. Indeed a knowledge of English even at Rs. 2-8-0 a month is still regarded as a good investment, and even vernacular middle schools tend more and more to be used as stepping-stones to high schools. In Ludhiana district there has been a strong demand to give facilities for learning English even in vernacular middle schools, and as the demand comes from well-to-do parents, who are unwilling to send boys to the hostel of large cities, it is hard to refuse. To two such schools two English teachers have been sent, and English is being taught as an optional subject to those who can afford to pay greatly enhanced fees. Thus the richer classes get the English they require, the poorer continue to receive a cheap vernacular education, the district board is not out of pocket and retains control of an important section of school work which would otherwise almost inevitably fall into sectarian hands.

Hostels.

The number of well-built, well-ventilated hostels attached to secondary schools in this division is growing and among those recently completed or nearly so may be mentioned those of the Khalsa School, Ludhiana, and of the Sain Das School, Jullundur, both of them generous buildings in healthy localities. From such hostels may be expected to develop that corporate life which should be so important aninfluence in the development of character. I have seen some evidence of this, notably at the Government School, Hoshiarpur, the District Board School, Moga, and the J. P. Arya School, Ludhiana. But at present the ideal "house-master" or hostel-superintendent if rarely met, hostel life is deadly dull, and in the large number of surprise visits that I have paid I have invariably found boys pouring over text-books.

Buildings.

Little attention is paid in this division to the æsthetic side of education. Most schools have painfully plain buildings, a few are pleasant and spacious, but none that I have seen could be called beautiful. Meanwhile nearly all the high schools either have serviceable buildings of schemes to make them. In some cases the acquisition of a suitable site is an almost insuperable difficulty. During the year under report building operations have been in process at eight different high schools and many middle schools. At the Rajput High School, Ntadalon, at Bajwara and at Dharmsala there have been or soon will be completed buildings, that may raise in the boys some affection for their schools; at Hoshiarpur the Government School has recently occupied its splendid new quarters. But though we have been living in an era of building, that era must long continue if every school and hostel is to be satisfactorily housed. Delay has naturally been caused by the war: iron girders are hardly to be had and applications for grants have to be refused. At one school, Sujanpur, operations were delayed for lack of timber. Sujanpur is on the Beas and sleepers float past in quantities: regulations however forbid their being sold *en route*.

Curriculum.

I have already hinted that the curriculum, and especially the course for the matriculation, has a depressing effect on the teaching. The teacher has always his book in his hand and the pupils think about text-books rather than subjects. Nor is the latitude that is allowed in the choice of books much used; and to trespass for a moment beyond the prescribed course is regarded as absurd, even as cruel to the boys. Among the different subjects science is making some progress, and hygiene remains popular because the little text-book can easily be crammed. It is yet, however, to be proved that the popularity of the subject has effected an improvement in the public health; and so divorced is theory from practice that teachers will teach the desirability of fresh air, while a class of fifty listens with doors and windows shut. But as the teaching consists of asking questions the answers to which have already been learnt by heart, the absence of practical application is hardly a matter of wonder.

The visits of Mr. Buchanan have done much to stimulate an interest in drawing, a subject sadly neglected. A circular has recently been issued calling attention to the fact that drawing is a compulsory subject now that teachers are available and that it must be arranged for.

The lack of manual training is increasingly felt; spasmodic efforts are made to start carpentry and tailoring classes, but these subjects where taught are more often considered vocational rather than educational. There is little doubt that a large number of Sloyd teachers could be rapidly absorbed in this division.

In spite of a curriculum that appears easy and of pupils who appear to work hard, failure to get promotion and applications for private tuition are very common. These may be ascribed to large classes and lack of individual teaching.

Government High School.

From some of the defects that I have described above the Government schools are free. Their class-rooms are not overcrowded, their teachers have security of tenure; they have no manager always on the spot, no sectarian rivalry; generally they have good playing-fields, well-fed and well-to-do boys and good equipment. With these advantages the Government schools of this division continue to have the confidence of the public and to deserve it.

Moral training.

Much emphasis is laid by the managements of sectarian schools on the moral effect of the religious training given therein. Of this I am sceptical and I have yet to learn that men who have been educated at Government institutions are less moral or have less civic sense or public spirit than the product of schools where religion is taught. However in one or two schools, notably at the Dev Samaj, Moga, and the Mission School, Jullundur, social service of a practical kind is encouraged. Even during this tremendous contest between the forces of barbarism and civilisation, few boys when they reach the 5th High have sufficient imagination or spirit to be interested in it, and not one from this division has, so far as I know, actually enlisted.

APPENDIX B.

Note on existing Industrial Schools by Mr. H. L. Heath, Principal, Mayo School of Art, Lahore.

There is one thing that must be carefully considered while we are criticising Industrial schools and seeking to improve them, and that is that no matter whether the students are the sons of artizans or not the vast majority of them are anxious only to obtain some form of Government employment. Even the cleverest of the boys who obtain perhaps a scholarship to enable them to continue their studies in the Mayo School of Art and after three or four years there, having learnt to do the finest craft work which would fit them to open their own shops for the production of really first class work, they readily throw up the practice of their craft in favour of a post as teacher on Rs. 30 a month. It is true they may become good teachers, but if they use all their training for the purpose of training others to become teachers how are the industries of the Province benefited. Unless a fair percentage of these Industrial students use their training in the continued practice of their craft there is something defective in the scheme of things.

These boys come of a class that usually have no means of commanding money with which to start industrial enterprizes. It appears, therefore, that no industrial training is complete unless a system is devised by which a boy can be helped to start his own works when he has completed his training.

Taking the Industrial schools as a whole the following are the points which strike the observer :—

1*st*—That a minority only of the pupils are of the artizan class.

2*nd*—That there is no clear idea of the principles on which the schools are to work, that is whether on educational lines or with a view to training craftsmen.

3*rd*—That the buildings are unsuitable and the equipment insufficient.

4*th*—That the crafts selected for teaching are often neither related to educational value or the craft demands of the district.

5*th*—That although Government pay a grant-in-aid the governing bodies appear to have a free hand in appointing teachers, in starving the school of necessities or in trying to make sale proceeds balance expenditure.

6*th*—That whether considered as a craft school or an educational school the teachers are often untrained for either purpose.

7*th*—That the discipline is slack and the hours of work have no relation to the future life and labour conditions of the artizan.

8*th*—That the general education given is both in advance of, and unsuited and unrelated to, the work the boys will have to do.

9*th*—That the Head Masters of these schools in nearly every case are appointed by the District Inspector for the general qualifications and not for their craft knowledge so there is hardly a single Head Master who is either qualified in or sympathetic with industrial training, and

10*th*—That although these are Industrial schools or at any rate schools whose aim it is to train the industrial classes, it is the District Inspector and not the Industrial Inspector who represents Government in their management.

It appears to me that there are only two types of Industrial schools possible. One is a school in which the industrial classes shall have an opportunity of obtaining such general education as shall fit them to be better and more intelligent workmen and in addition be trained in the use of modern tools and a systematic course of craft work in order to give students step by step a knowledge ranging from plain work up to the refinements of construction and finish of the best type of work.

In a school of this kind general education should end at the 5th primary, and up to this stage the whole course, whether general education, drawing or crafts work, should be purely educational, but with a distinct bearing upon the future requirements of the craftsman. In continuation of this preliminary training there should follow industrial training in which the discipline and hours of work should be in harmony with those obtaining in the bazar and workshops in which the boys should be taught something of the origin, nature and cost of the material he has to work with, a proper system of estimating value of material and labour, and honesty and refinement of construction and finish.

The second possible type of Industrial school is that founded with the avowed object of giving boys of the industrial classes an opportunity of raising themselves by education out of the sphere of life in which they are. This school, I imagine, would lead to the High School and University. In this school drawing and manual training should be used to the utmost and only for the purpose of increasing the boys' general intelligence, powers of observation, self-reliance, and initiative. Such a school cannot properly be called an Industrial school.

With these two types let us compare the existing Industrial schools.

While wishing to train craftsmen they give in many cases general education far beyond a craftsman's needs, and there is little or no attempt to give this general education any bearing upon a craftsman's work. At the end of a boy's training after eight years he has learnt to work perhaps three hours a day at his craft, when a bazar mistri has to work eight, ten, or twelve. The tools he has been working with are little or no better than bazar tools. Even if the teacher is qualified he has no time to teach the boys any superiority of work or finish as he is required by the governing board to produce finished saleable articles. With all his general education the boy cannot estimate correctly the cost of such a simple thing as an almirah; he knows nothing beyond the mere names of the materials he has to use. A boy in the Amritsar school on being asked, said that steel was a mixture of cast iron and wrought iron, and that zinc was used by jewellers as an alloy in the making of silver ornaments, yet a boy from this school is appointed as a qualified carpentry teacher in Raja Sansi where manual training is taught for purposes of raising the boys' general intelligence. A boy in these schools although he may spend two or three hours a day in manual work is often required by the District Inspector to take drill as one of the many subjects he must learn. In the Primary schools where the best teachers are required to give the manual training as educational basis, carpenters and blacksmiths are employed at a salary equal only to half what a good mistri can earn in the bazar. Tailoring or shoe-making are taught in some schools without any consideration as to either their educational value or the requirements of the district for no other reason apparently than that the salary of the teacher is low and equipment little or nothing.

In Kalabagh, for instance, although iron work and weaving are the industries of the district, the Industrial School teaches tailoring as an extra craft in addition to carpentry, not because the tailors want it, as out of the 61 boys learning tailoring only four are tailors' sons, but because the boys like the easy work, and the parents say they can get a few pices as soon as their boys can run a hem or work a machine, then they leave the school.

As far as I can judge it appears that artizans do not send their sons to these schools because they learn little in them that will be useful afterwards, and the craft they do learn could have been learnt better in the artizans' home, and by their school training they are undisciplined and ruined for hard work, those artizans, on the other hand, who do send their sons, do so not for the craft's sake, but in order to help their children by education to rise above the artizans' calling.

The result is this—by giving too much general education the divorce of the artizans' sons from his calling is assisted and by giving slovenly craft training and too much general education the artizan is made shy of sending his sons, and the sons of non-artizans are encouraged to join and to aspire to become teachers of craft or drawing. Also the artizan feels that the proper industrial atmosphere is missing owing to the head not having the necessary training. It is most necessary that both by example and precept the boys should be led to consider craft work as one of the noblest callings.

In brief my recommendations are as follows :—

1. That the only official adviser for these schools in Industrial subjects and general management should be a properly qualified and appointed Industrial Inspector with an Assistant Inspector for general subjects.
2. That no Head Master be appointed unless he is qualified in at least one craft besides drawing.
3. That all teachers be required to hold a departmental certificate which may be acquired either in a Training Institution or by proved ability and under recommendation by the Industrial Inspector.
4. That the Department should lay down definite principles governing Industrial schools, and that no recognition or grants-in-aid be given unless the schools conform to these principles.
5. That general education should cease at the 5th Primary standard with a special course in arithmetic for mensuration and estimating.
6. That after passing the general education test all boys be required to work 8 hours a day not including recess.
7. That a minimum equipment be enforced together with an adequate contingent grant both based upon the number of boys in the school.
8. That a minimum scale of salaries be fixed.
9. That all buildings must be passed as suitable by the Inspector.

186 D.P.I.—413—29-9-15—SGPP Lahore.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1914-15.

(For details see General Table III.)

Area and population.			Institutions and Scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of
				Collegiate Education.		School Education, General.			School Education, Special.						
							Primary Schools								
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
2	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions ... For Males ...	9	6	387	3,880	672	24	36	5,014	182	1,992	7,188	Institutions to number of towns and villages. 21·63
			Institutions ... For Females ...	1	1	63	741	137	9	5	957	...	969	1,926	5·80
26,685	Towns ... 139	Males ... 10,770,707	Total ...	10	7	450	4,621	809	33	41	5,971	182	2,961	9,114	27·43
	Villages ... 33,084	Females ... 8,807,252													
	Total ... 33,223	Total ... 19,577,959													
			Scholars ... Males ...	3,496	833	102,713	197,375	30,515	861	3,124	338,917	3,104	39,073	381,094	Male scholars to male population of school-going age. 23·58
			Scholars ... Females ...	18	36	8,338	33,317	5,440	176	507	47,832	...	16,983	64,815	Female scholars to female population of school-going age. 4·90
			Total ...	3,514	869	111,051	230,692	35,955	1,037	3,631	386,749	3,104	56,056	445,909	15·18

43 DPI—425—6-5-15 SGPP Lahore.

EDUCATION—GENERAL TABLE I.

For substitution vide the slip. [vide letter from the D.P.I; Punjab No. 2696, dated the 4th May 1916. R.I. No. 1967. 27-7-16]

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1914-15.

(For details see General Table III.)

Area and population.			Institutions and Scholars.	Public Institutions.								Private Institutions.			Percentage of
				Collegiate Education.		School Education, General.			School Education, Special.						
							Primary Schools.								
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Upper Schools.	Primary Lower Schools.	Training Schools.	Special and other Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions — For Males	9	6	387	3,880	672	24	36	5,014	182	1,992	7,188	Institutions to number of towns and villages — 21·42
			Institutions — For Females	1	1	63	741	137	9	5	957	...	969	1,926	5·74
			Total	10	7	450	4,621	809	33	41	5,971	182	2,961	9,114	27·16
97,213	Towns ... 140 Villages ... 33,421 Total ... 33,561	Males ... 10,992,067 Females ... 8,982,889 Total ... 19,974,956	Scholars — Males	3,496	833	102,713	197,375	30,515	861	3,124	338,917	3,104	39,073	381,094	Male scholars to male population of school-going age — 23·11
			Scholars — Females	18	36	8,338	33,317	5,440	176	507	47,832	...	16,983	64,815	Female scholars to female population of school-going age — 4·81
			Total	3,514	869	111,051	230,692	35,955	1,037	3,631	386,749	3,104	56,056	445,909	14·88

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For details see*

—	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
	Collegiate Education.		School Education, General.			School Education, Special.		
				Primary Schools.				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper Primary Schools.	Lower Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8	9
1. *Institutions.* For Males ...	Rs 4,77,891	Rs. 4,25,938	Rs. 24,56,320	Rs. 11,85,194	Rs. 1,85,243	Rs. 1.18,434	Rs. 2,29,307	Rs. 50,78,327
For Females ...	3,349	12,152	3,32,185	2,75,898	39,713	31,156	55,512	7,49,965
Total ...	4.81,240	4,38,090	27,88,505	14,61,092	2,24,956	1,49,590	2,84,819	58,23,292
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to total Provincial Expenditure on Public Instruction...	4·70	10·34	17·97	·57	·20	3·55	5·07	42·40
(*b*).—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ...	·01	·07	11·30	45·90	3·50	·71	1·04	62·53
(*c*).—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction...	·18	·14	35·61	19·65	17·11	·33	3·67	76·69
(*d*).—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction ...	4·49	4 09	26 02	13 63	2·10	1·39	2·65	54·37
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions Cost to Provincial Revenues ...	181 11 8	498 6 1	18 15 0	7 0 9	14 10 4	166 3 7	104 1 7	53 7 5
Cost to Local and Municipal Funds	...	3 12 7	0 0 6	...	...	...	...	0 2 8
Total Cost ...	281 12 6	586 12 7	46 11 3	12 15 9	16 5 4	166 4 9	117 0 5	82 6 0
Local Fund Schools. Cost to Provincial Revenues ..	...	...	...	...	...	...	...	...
Cost to Local Funds ...	...	...	6 12 4	6 6 4	6 3 1	74 15 8	35 0 1	6 9 11
Total Cost ...	...	...	12 15 6	6 14 8	6 9 5	74 15 8	36 0 3	8 1 11
Municipal Schools. Cost to Provincial Revenues ...	...	...	...	...	...	59 0 0	...	0 0 4
Cost to Municipal Funds ...	...	...	6 10 0	8 15 5	8 4 11	156 13 1	21 14 3	8 1 6
Total Cost ...	...	...	17 14 2	10 5 6	9 1 8	215 13 1	23 1 3	13 8 9
Aided Institutions. Cost to Provincial Revenues ..	44 4 5	282 11 7	8 8 2	0 4 1	0 9 2	43 10 2	47 12 1	4 10 7
Cost to Local and Municipal Funds	0 15 1	...	2 3 1	3 1 2	2 8 7	...	8 4 1	2 11 0
Total Cost ...	180 0 4	368 3 10	29 15 10	5 3 3	6 0 5	88 1 11	08 6 9	18 7 5
Unaided Institutions Total Cost	58 15 7	173 15 8	20 1 3	4 4 1	2 5 10	208 5 1	74 13 1	16 11 7
All Institutions. Cost to Provincial Revenues ...	48 8 2	418 7 11	5 6 0	0 1 5	0 3 5	114 8 10	49 1 9	3 13 5
Cost to Local and Municipal Funds	0 6 1	3 1 7	4 0 10	5 8 1	4 2 1	17 14 7	12 10 5	5 1 9
Total Cost ...	145 8 4	519 1 0	24 6 10	6 9 2	6 14 11	141 4 1	80 10 11	15 7 0

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,77,236	81,026	3,40,303	2,64,769	25,29,073	2,51,332	10,46,776	48,90,515	1,07,18,807	
3,77,236	81,026	3,40,303	2,64,769	25,29,073	2,51,332	10,46,776	48,90,515	1,07,18,807	
·88	2·37	8·35	3·12	36 31	1·63	4·94	57·60	100	
...	...	2 04	3·23	26·29	3·13	2·73	37·47	100	
...	...	·97	3 25	11·97	2 37	4·75	23·31	100	
3·52	·76	3 17	2·47	23 60	2·34	9·77	45·63	100	

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC IN							
	UNDER PUBLIC MANAGEMENT.							
	Managed by Government.				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
ARTS COLLEGES.								
Collegiate Education. — English (Males)	1	551	556	481	...	...	...	...
English (Females)	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
Law	...	...	...	...	...	...	...	...
Medicine	1	172	181	174	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching (Males)	2	294	294	281	...	...	...	...
Teaching (Females)	...	...	...	...	...	...	...	...
Agriculture	1	63	38	35	...	...	...	...
Veterinary	1	173	177	174	...	...	...	...
Total	6	1,253	1,246	1,145	...	...	...	...
SECONDARY SCHOOLS.								
School Education, General. — For Boys: High Schools	31	12,685	12,964	11,746	12	4,108	4,187	3,810
For Boys: Middle Schools (English)	...	...	...	...	64	14,984	15,399	13,946
For Boys: Middle Schools (Vernacular)	...	...	...	...	138	25,747	27,533	24,205
For Girls: High Schools	4	916	848	700	...	...	...	...
For Girls: Middle Schools (English)	...	...	...	...	...	...	...	...
For Girls: Middle Schools (Vernacular)	...	...	...	...	12	1,722	1,693	1,346
Total	35	13,601	13,812	12,446	226	46,561	48,812	42,707
PRIMARY SCHOOLS.								
For Boys: Upper Primary Schools	5	889	865	748	3,754	147,984	143,368	125,308
For Boys: Lower " "	2	158	148	102	447	20,673	16,166	15,402
For Girls: Upper Primary Schools	...	...	...	...	485	20,243	19,651	15,761
For Girls: Lower " "	...	...	...	...	75	3,499	3,263	2,381
Total	7	1,047	1,013	850	3,761	192,399	184,448	158,852
SCHOOLS FOR SPECIAL INSTRUCTION.								
School Education, Special. — Training Schools for Masters	8	586	605	586	13	234	230	222
" " for Mistresses	1	92	97	107	1	10	11	9
Schools of Art	1	251	267	232	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools	1	258	260	251	...	...	...	...
Engineering and Surveying Schools	1	80	81	79	...	...	...	...
Technical and Industrial Schools	1	454	480	411	20	1,447	1,345	1,148
Commercial Schools	1	48	50	44	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Reformatory Schools	1	139	136	123	...	...	...	...
Other Schools	1	18	16	13	...	...	...	...
Total	16	1,926	1,992	1,846	34	1,691	1,586	1,379
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	64	17,827	18,063	16,287	4,021	240,651	234,846	202,938
PRIVATE INSTITUTIONS.								
1.—*Advance Teaching*— (a) Arabic or Persian	...	...	...	...	...	...	...	...
(b) Sanskrit	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic	...	...	...	...	...	...	...	...
2. *Elementary teaching a Vernacular only or mainly*	...	...	...	...	...	...	...	...
3. *Elementary teaching the Quran, Shastras or other religious books by rote*	...	...	...	...	...	...	...	...
4. *Other Schools not conforming to Departmental Standard*	...	...	...	...	...	...	...	...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

STITUTIONS.															
Under Private Management.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.			
Aided by Government or by District or Municipal Boards.				*Unaided.*											*Hindus.*	
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
5	1,388	1,215	1,117	2	1,438	1,410	1,161	8	3,377	3,357	1,481	198	8	41	247	1,962
1	11	9	8	...	...	...	...	1	11	11	...	11	...	8	...	3
1	126	117	98	...	...	...	...	1	126	120	112	10	...	...	72	4
...	...	...	...	1	133	121	120	1	133	...	...	...	...	1	8	98
...	...	...	...	...	...	...	...	1	172	...	...	...	...	...	18	106
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2	294	220	...	82	21	9	37	95
1	34	33	33	...	...	...	...	1	34	34	24	10	34	...	...	...
...	...	...	...	...	...	...	...	1	63	...	...	...	9	...	...	26
...	...	...	...	...	...	...	...	1	173	...	...	...	...	...	...	24
8	1,559	1,374	1,256	3	1,571	1,531	1,281	17	4,383	3,742	1,617	311	72	59	382	2,318
68	28,343	28,703	25,304	14	5,234	5,317	4,630	125	50,370	38,680	23,114	47,446	661	519	4,471	20,356
30	6,349	6,394	5,537	27	4,309	4,400	3,638	121	25,642	15,617	7,565	26,061	170	148	2,727	10,674
3	693	667	616	...	...	...	...	141	26,440	25	6,932	26,669	...	421	2,996	9,603
12	1,173	1,218	1,065	1	303	314	256	17	2,392	1,626	416	1,538	921	268	82	421
13	934	905	811	2	140	150	118	15	1,074	795	79	426	634	141	18	46
19	3,411	3,440	2,495	...	...	...	...	31	5,133	188	479	5,158	...	236	385	3,338
145	40,903	41,327	35,828	44	9,986	10,181	8,642	450	111,051	56,931	38,585	107,298	2,386	1,733	10,679	44,438
961	42,838	41,276	36,511	160	6,280	5,378	4,603	3,880	197,991	2,100	1,808	202,334	150	1,891	17,370	61,319
162	7,423	7,083	6,130	61	2,316	1,975	1,699	672	30,570	...	176	30,933	...	321	2,447	10,861
214	10,600	10,019	8,013	42	1,858	1,572	1,239	741	32,701	178	668	32,600	73	611	2,721	13,834
45	1,309	1,315	1,052	17	577	487	381	137	5,385	...	104	5,350	...	151	390	2,343
1,382	62,170	59,693	51,706	280	11,031	9,412	7,922	5,430	266,647	2,278	2,756	271,717	223	2,974	22,928	88,357
3	41	41	40	...	...	...	...	24	861	38	221	985	...	20	175	229
5	50	50	45	2	24	25	24	9	176	8	93	176	...	42	10	51
...	...	...	...	...	...	...	...	1	251	...	...	...	...	7	6	81
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	114	114	111	2	62	59	47	4	434	...	...	...	14	84	53	158
...	...	...	...	1	18	18	15	2	98	...	...	...	...	...	4	46
7	639	613	529	...	...	...	...	28	2,540	138	406	1,898	2	326	134	659
...	...	...	...	...	...	...	...	1	48	46	...	15	...	1	10	17
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	139	...	...	139	...	1	9	50
3	103	91	75	...	...	...	...	4	121	14	...	24	37	19	8	36
19	947	909	800	5	104	102	86	74	4,668	244	720	3,237	53	500	409	1,327
1,554	105,579	103,303	89,590	332	22,692	21,226	17,931	5,971	386,749	63,195	43,678	382,563	2,734	5,266	34,398	136,440
...	...	...	...	...	...	...	...	128	1,943	...	1,900	285	...	...	...	26
...	...	...	...	...	...	...	...	54	1,161	...	1,086	89	...	...	863	276
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	For Boys	...	...	...	...	570	14,803	...	412	14,658	...	131	1,749	8,129
			For Girls	...	...	...	...	79	1,593	...	19	1,574	...	11	199	645
...	...	...	For Boys	...	...	...	...	1,366	21,036	...	20,779	318	...	...	199	184
			For Girls	...	...	...	...	865	13,195	...	13,003	216	...	...	7	148
...	...	...	For Boys	...	...	...	...	56	3,811	1,647	823	3,224	...	16	572	1,743
			For Girls	...	...	...	...	25	1,618	214	246	1,283	46	94	221	873
			Total	...	...	...	...	3,143	59,160	1,861	38,268	21,647	46	252	3,810	12,024
			Grand Total	...	...	...	...	9,114	445,909	65,056	81,946	404,210	2,780	5,518	38,208	148,464

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

CLASS OF INSTITUTIONS.	Classification of Scholars on the 31st of March according to Race or Creed—concluded.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
I	27	28	29	30	31	32	33	34
ARTS COLLEGES.								
Collegiate Education. English Males	391	710	...	...	18	7	...	
Collegiate Education. English Females	...	...	...	...	...	...	...	
Collegiate Education. Oriental	10	40	...	...	...	...	...	
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
Collegiate Education. Law	8	18	...	...	...	...	...	
Collegiate Education. Medicine	31	17	...	...	...	...	...	
Collegiate Education. Engineering	...	...	...	...	...	...	...	
Collegiate Education. Teaching Males	38	89	...	...	5	2	...	
Collegiate Education. Teaching Females	...	...	...	...	...	...	...	
Collegiate Education. Agriculture	19	9	...	...	...	...	...	
Collegiate Education. Veterinary	89	110	...	...	...	...	...	
Total	536	993	...	...	23	9	...	
SECONDARY SCHOOLS.								
School Education, General. For Boys High Schools	7,514	16,748	21	22	58	3	...	
School Education, General. For Boys Middle Schools English	3,137	8,733	...	6	47	26	...	
School Education, General. For Boys Middle Schools Vernacular	3,271	10,094	...	...	55	3	...	
School Education, General. For Girls High Schools	370	310	...	20	...	...	154	
School Education, General. For Girls Middle Schools English	73	135	...	27	...	...	139	
School Education, General. For Girls Middle Schools Vernacular	816	351	...	...	7	...	...	
Total	15,181	36,371	21	75	167	32	293	
PRIMARY SCHOOLS.								
School Education, General. For Boys Upper Primary Schools	27,325	88,628	21	...	1,287	648	...	
School Education, General. For Boys Lower " "	3,744	12,863	33	...	301	55	...	
School Education, General. For Girls Upper Primary Schools	5,826	9,602	...	4	30	...	32	
School Education, General. For Girls Lower " "	667	1,834	...	...	...	...	...	
Total	37,562	112,927	54	4	1,618	703	32	
SCHOOLS FOR SPECIAL INSTRUCTION.								
School Education, Special. Training Schools for Masters	79	357	...	...	1	...	...	
School Education, Special. " " for Mistresses	27	46	...	...	...	...	...	
School Education, Special. Schools of Art	26	131	...	...	...	...	...	
School Education, Special. Law Schools	...	...	...	...	...	...	...	
School Education, Special. Medical Schools	35	89	...	1	...	...	...	
School Education, Special. Engineering and Surveying Schools	21	27	...	...	...	...	...	
School Education, Special. Technical and Industrial Schools	219	1,187	...	...	13	...	2	
School Education, Special. Commercial Schools	6	14	...	...	...	...	...	
School Education, Special. Agricultural Schools	...	...	...	...	...	...	...	
School Education, Special. Reformatory Schools	4	55	...	...	20	...	...	
School Education, Special. Other Schools	5	11	...	5	...	...	...	
Total	422	1,917	...	6	34	...	2	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	53,701	152,208	75	85	1,842	744	327	
PRIVATE INSTITUTIONS.								
1. *Advanced Teaching*— (a) Arabic or Persian								
1. *Advanced Teaching*— (b) Sanskrit	10	1,907	...	...	...	...	...	
1. *Advanced Teaching*— (c) Any other Oriental Classic	22	...	...	...	...	...	...	
2. *Elementary teaching a Vernacular only or mainly.* For Boys	...	...	...	...	...	...	...	
2. *Elementary teaching a Vernacular only or mainly.* For Girls	2,359	2,312	4	...	119	262	...	
3. *Elementary teaching the Quran, Shastras or other religious books by rote* For Boys	428	308	...	...	2	...	43	
3. *Elementary teaching the Quran, Shastras or other religious books by rote* For Girls	30	20,622	...	...	1	2,228	...	
	4	13,036	...	...	...	...	1,848	
4. *Other Schools not conforming to Departmental Standard* For Boys	832	623	4	...	21	...	...	
4. *Other Schools not conforming to Departmental Standard* For Girls	220	163	...	1	...	...	22	
Total	3,905	38,971	8	1	143	2,490	1,913	
GRAND TOTAL	57,606	191,179	83	86	1,985	3,234	2,240	

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1914-15.

		Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
Collegiate Education—											
Colleges—											
English	Male ...	5	39	246	1,961	391	710	...	...	18	
	Female ...	3	10	1	4	...	...	...	...	...	
Oriental	Male ...	...	...	72	4	10	40	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Colleges for Professional Training—											
Law	Male ...	...	1	8	98	8	18	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medicine	Male ...	...	...	18	106	31	17	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Engineering ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Teaching	Male ...	21	7	37	95	38	89	...	...	5	
	Female ...	34	2	...	...	...	...	...	...	...	
Agriculture... ...	Male ...	9	...	...	26	19	9	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Veterinary	Male ...	...	...	...	24	39	110	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
	Total ...	72	59	382	2,318	536	993	...	...	23	
School Education—General—											
Secondary Schools—											
For Boys—											
High Schools ...	Male ...	660	517	4,471	20,356	7,514	16,748	21	22	58	
	Female ...	1	2	...	...	...	...	...	...	...	
Middle Schools—											
English ...	Male ...	148	144	2,727	10,674	3,137	8,733	...	6	47	
	Female ...	22	4	...	...	...	...	...	...	...	
Vernacular ...	Male ...	...	421	2,996	9,603	3,271	10,093	...	...	53	
	Female ...	...	...	...	...	...	1	...	...	2	
For Girls—											
High Schools ...	Male ...	136	3	2	1	3	9	...	...	...	
	Female ...	785	265	80	420	367	301	...	20	...	
Middle Schools—											
English	Male ...	131	...	...	...	...	...	...	8	...	
	Female ...	503	141	18	46	73	135	...	19	...	
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	236	385	3,338	816	351	...	...	7	
	Total ...	2,386	1,733	10,679	44,438	15,181	36,371	21	75	167	
Primary Schools—											
For boys—											
Upper Primary ...	Male ...	89	1,813	17,351	61,201	27,269	88,320	21	...	1,279	
	Female ...	61	78	19	118	56	308	...	...	8	
Lower Primary ...	Male ...	...	320	2,444	10,834	3,744	12,842	33	...	298	
	Female ...	...	1	3	27	...	21	...	...	3	
For Girls—											
Upper Primary ...	Male ...	31	1	...	...	...	...	...	...	...	
	Female ...	42	610	2,721	13,834	5,826	9,602	...	4	30	
Lower Primary ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	151	390	2,343	667	1,834	...	...	...	
	Total ...	223	2,974	22,928	88,357	37,562	112,927	54	4	1,618	

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1914-15.

		Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—SPECIAL—											
Schools for Special Instruction.											
Training Schools ...	Male ...	...	20	175	229	79	357	...	...	1	
	Female ...	...	42	10	51	27	46	...	...	...	
Schools of Art ...	Male ...	...	7	6	81	26	131	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medical Schools ...	Male ...	...	2	52	158	35	73	...	...	...	
	Female ...	14	82	1	...	...	16	...	1	...	
Engineering and Surveying Schools.	Male ...	...	...	4	46	21	27	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Industrial Schools ...	Male ...	2	69	121	579	219	1,186	...	...	13	
	Female ...	...	257	13	80	...	1	...	...	...	
Commercial Schools ...	Male ...	...	1	10	17	6	14	...	...	...	
Reformatory Schools ...	Male ...	...	1	9	50	4	55	...	...	20	
	Female ...	...	...	...	...	...	...	...	...	...	
Other Schools ...	Male ...	5	15	8	34	5	11	...	1	...	
	Female ...	32	4	...	2	...	...	...	4	...	
	Total ...	53	500	409	1,327	422	1,917	...	6	34	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		2,734	5,266	34,398	136,440	53,701	152,208	75	85	1,842	
PRIVATE INSTITUTIONS—											
1. ADVANCED TEACHING—											
(*a*) Arabic or Persian...	Male ...	...	...	...	26	10	1,907	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
(*b*) Sanskrit ...	Male ...	...	...	863	276	22	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—											
For Boys ...	Male ...	...	130	1,748	8,027	2,270	2,243	4	...	119	
	Female ...	...	1	1	102	89	69	...	...	...	
For Girls	Male ...	...	...	...	...	25	18	...	...	...	
	Female ...	...	11	199	645	403	290	...	...	2	
3. ELEMENTARY TEACHING—THE QURAN, SHASTRAS OR OTHER RELIGIOUS BOOKS BY ROTE—											
For Boys ...	Male ...	...	...	197	184	30	18,396	...	...	1	
	Female ...	...	...	2	...	...	2,226	...	...	...	
For Girls ...	Male ...	...	...	...	...	...	1,848	...	...	...	
	Female ...	...	...	7	148	4	11,188	...	...	...	
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARD—											
For Boys ...	Male ...	...	16	572	1,743	832	623	4	...	21	
	Female ...	...	...	...	...	...	...	...	...	...	
For Girls	Male ...	17	...	...	5	...	...	...	...	...	
	Female ...	29	94	221	863	220	163	...	1	...	
TOTAL OF PRIVATE INSTITUTIONS ...		46	252	3,810	12,024	3,905	38,971	8	1	143	
GRAND TOTAL ...		2,780	5,518	38,208	148,464	57,606	191,179	83	86	1,985	

EDUCATION—GENERAL TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1914-15.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.								Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																						
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*																		
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Indian Christians.	*Hindus* Brahmans.	*Hindus* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collegiate Education. Teaching ... Male	1	20	15	15	...	...	...	...	...	...	...	...	1	20	20	...	8	20	...	...	...	...	...	...	...	...	...	...	
Teaching ... Female	...	...	...	...	1	34	33	33	...	...	...	...	1	34	34	24	10	34	...	...	...	...	...	...	...	...	...	...	
SECONDARY SCHOOLS.																													
School Education, General. For Boys ... High Schools	2	416	404	380	3	276	283	248	...	...	...	...	5	692	692	84	606	661	2	2	8	...	6	...	13	...	1	...	
For Boys ... Middle Schools, English	...	...	...	...	3	176	198	166	...	...	...	...	3	176	124	14	65	170	6	...	...	...	...	...	...	...	26	...	
„ Girls ... High Schools	2	413	388	354	7	531	642	589	...	...	...	...	9	944	944	236	101	919	12	1	1	...	6	...	5	...	...	145	
„ Girls ... Middle Schools, English	...	...	...	...	10	668	651	611	...	...	...	...	10	668	668	71	22	634	1	6	...	...	...	...	27	...	...	139	
TOTAL	5	849	807	749	24	1,685	1,807	1,647	...	...	...	...	29	2,534	2,432	429	812	2,438	21	9	9	...	12	...	45	...	27	284	
PRIMARY SCHOOLS.																													
For Boys ... Upper Primary Schools	...	...	...	...	4	150	134	119	...	...	...	...	4	150	150	...	42	150	...	...	...	...	...	...	...	...	61	...	
For Boys ... Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
„ Girls ... Upper Primary Schools	...	...	...	...	3	77	76	63	...	...	...	...	3	77	77	9	...	73	1	...	...	...	1	...	2	...	...	32	
„ Girls ... Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
TOTAL	...	...	...	...	7	227	210	182	...	...	...	...	7	227	227	9	42	223	1	...	...	...	1	...	2	...	61	32	
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION	5	849	807	749	31	1,912	2,017	1,829	...	...	...	...	36	2,761	2,709	438	854	2,661	22	9	9	...	13	...	47	...	88	316	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard — For Boys ...													...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard — „ Girls ...													2	47	47	...	...	46	...	...	...	...	...	...	1	...	...	17	
TOTAL													2	47	47	...	...	46	...	...	...	...	...	...	1	...	...	17	
GRAND TOTAL													38	2,808	2,756	438	854	2,707	22	9	9	...	13	...	48	...	88	333	

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. — English ... Male	1,01,042	...	...	55,630	...	...	1,56,672
English ... Female	...	...	...	...	...	...	...
Oriental ...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law ...	...	...	...	...	...	...	...
Medicine ...	1,13,494	...	...	13,511	...	...	1,27,005
Engineering ...	...	...	...	...	...	...	...
Teaching ... Male	1,10,444	1,894	722	...	...	5,464	1,18,524
Teaching ... Female	...	...	...	...	...	...	...
Agriculture ...	56,242	...	...	...	...	...	56,242
Veterinary ...	63,702	...	...	8,850	...	(b) 30,563	1,03,115
Total ...	4,44,924	1,894	722	77,991	...	36,027	5,61,558
SECONDARY SCHOOLS.							
School Education, General. — For Boys... High Schools ...	2,21,925	280	170	3,12,759	...	(c) 37,074	5,72,208
For Boys... Middle Schools — English ...	...	...	...	...	...	...	...
For Boys... Middle Schools — Vernacular ...	...	...	...	...	...	...	...
For Girls... High Schools ...	39,649	...	...	14,081	...	(c) 19,135	72,865
For Girls... Middle Schools — English ...	...	...	...	...	...	...	...
For Girls... Middle Schools — Vernacular ...	...	...	...	...	...	...	...
Total ...	2,61,574	280	170	3,26,840	...	56,209	6,45,073
PRIMARY SCHOOLS.							
For Boys... Upper Primary Schools ...	6,096	...	...	5,138	...	...	11,234
For Boys... Lower Primary Schools ...	2,168	...	...	250	...	...	2,418
For Girls... Upper Primary Schools ...	...	...	...	...	...	...	...
For Girls... Lower Primary Schools ...	...	...	...	...	...	...	...
Total ...	8,264	...	...	5,388	...	...	13,652
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters ...	98,323	...	...	...	...	52	98,375
Training Schools for Mistresses ...	18,368	...	...	...	...	...	18,368
Schools of Art ...	42,991	...	...	911	...	...	43,902
Law Schools ...	...	...	...	...	...	...	...
Medical Schools ...	13,008	...	...	6,912	...	...	19,920
Engineering and Surveying Schools ...	32,473	...	...	5,585	...	...	38,058
Technical and Industrial Schools ...	13,629	...	...	833	...	291	14,753
Commercial Schools ...	2,717	...	...	2,103	...	...	4,820
Agricultural Schools ...	...	...	...	...	...	...	...
Reformatory Schools ...	28,250	...	...	...	...	...	28,250
Other Schools ...	1,222	...	...	16	...	26	1,264
Total ...	2,50,981	...	...	16,360	...	369	2,67,710
Buildings ...	9,57,052	...	...	...	...	8,827	9,65,879
Furniture and Apparatus (Special Grants only) ...	44,602	...	...	3,363	...	19,762	67,727
Total ...	10,01,654	...	...	3,363	...	28,589	10,33,606
University ...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges ...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Boarding-houses ...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	19,67,397	2,174	892	4,29,942	...	1,21,194	25,21,599

(a), (b), (c) and (e) *for note*

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	36,616	200	967	94,515	30,885	(a)52,573	2,15,856
...	...	...	...	...	...	...	2,700	...	...	649	...	...	3,349
...	...	...	...	...	...	...	20,063	...	...	366	...	1,780	22,209
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	9,330	...	...	2,822	...	...	12,152
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	68,709	300	967	98,352	30,885	54,353	2,53,566
...	21,953	14,812	82,479	...	59	1,19,303	2,10,519	6,746	49,369	4,51,854	62,587	96,814	8,77,889
...	31,630	54,400	1,84,119	1,787	3,230	2,75,166	30,562	5,707	5,734	61,170	10,774	17,527	1,31,474
...	2,01,208	22,705	56,010	130	741	2,80,794	1,116	1,713	...	1,887	484	2,975	8,175
...	...	...	...	...	...	...	63,460	...	4,099	39,596	526	11,885	1,19,566
...	...	...	...	...	...	...	45,839	...	1,080	12,682	1,836	2,487	63,924
...	2,887	21,473	...	...	2	24,362	401	3,170	13,040	211	10,124	11,406	38,852
...	2,57,678	1,13,390	3,22,608	1,917	4,032	6,99,625	3,51,897	17,336	73,322	5,67,400	86,331	1,43,094	12,39,380
...	8,77,163	12,451	85,586	71	2,472	9,77,743	8,346	99,280	15,020	16,732	17,716	18,766	1,75,860
...	66,437	60,366	11,910	34	144	1,38,891	477	10,617	6,906	3,928	12,952	5,353	40,233
...	1,20,344	54,991	9	39	127	1,75,510	5,002	22,786	20,642	3,695	15,770	23,277	91,172
...	5,586	21,573	...	24	3	27,186	4,331	2,672	1,125	164	882	1,227	10,401
...	10,69,530	1,49,381	97,505	168	2,746	13,19,330	18,156	1,35,355	43,693	24,519	47,320	48,623	3,17,666
...	17,246	...	...	...	...	17,246	825	...	...	...	88	1,900	2,813
649	...	1,725	...	...	...	2,374	3,146	...	...	131	...	1,929	5,206
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	20,000	...	1,200	2,877	546	23,148	47,771
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	22,614	15,302	1,246	...	239	39,401	7,667	2,733	2,821	1,367	472	10,036	25,096
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	11,399	...	...	2,553	1,871	...	15,823
649	39,860	17,027	1,246	...	239	59,021	43,037	2,733	4,021	6,928	2,977	37,013	96,709
44,938	6,41,383	62,851	...	13,237	8,373	7,70,782	2,38,418	...	75	457	1,41,181	2,93,015	6,73,146
...	76,241	12,161	...	62	...	88,464	11,339	117	312	349	23,730	31,404	67,251
44,938	7,17,624	75,012	...	13,299	8,373	8,59,246	2,49,757	117	387	806	1,64,911	3,24,419	7,40,397
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
45,587	20,84,692	3,54,810	4,21,359	15,384	15,390	29,37,222	7,31,556	1,55,841	1,22,390	6,98,005	3,32,424	6,07,502	26,47,718

see "*Remarks*" *column, page XIII.*

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—concld.				TOTAL EXPENDI	
	Under Private Management—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges. — English... Male	68,598	...	14,556	83,154	1,37,658	300
English... Female	...	...	...	...	2,700	...
Oriental	...	...	...	...	20,063	...
Colleges or Departments of Colleges for Professional Training. — Law	15,923	...	5,129	21,052	...	...
Medicine	...	...	...	...	1,13,494	...
Engineering	...	...	...	...	...	...
Teaching... Male	...	...	...	...	1,10,444	1,894
Teaching... Female	...	...	...	...	9,330	...
Agriculture	...	...	...	...	56,242	...
Veterinary	...	...	...	...	63,702	...
Total	84,521	...	19,685	1,04,206	5,13,633	2,194
School Education, General. — Secondary Schools. — For Boys... High Schools	86,469	24,865	5,063	1,16,397	4,82,444	28,979
For Boys... Middle Schools English	48,313	13,827	(*d*)12,774	74,914	31,033	37,693
For Boys... Middle Schools Vernacular	...	...	...	...	1,116	2,02,921
For Girls... High Schools	...	...	6 591	6,591	1,03,109	...
For Girls... Middle Schools English	92	...	6,433	6,525	45,839	...
For Girls... Middle Schools Vernacular	...	...	...	...	401	6,057
Total	1,34,874	38,692	30,861	2,04,427	6,13,947	2,76,650
Primary Schools. — For Boys... Upper Primary Schools	4,868	9,699	5,790	20,357	14,442	9,76,443
For Boys... Lower Primary Schools	181	549	2,971	3,701	2,645	77,054
For Girls... Upper Primary Schools	1	5,135	(*f*)4,080	9,216	5,002	1,43,180
For Girls... Lower Primary Schools	...	1,561	565	2,126	4,331	8,258
Total	5,050	16,944	13,406	35,400	26,420	12,04,885
School Education, Special. — Schools for Special Instruction. — Training Schools for Masters	...	...	...	...	99,148	17,246
Training Schools for Mistresses	...	...	5,208	5,208	22,163	...
Schools of Art	...	...	...	...	42,991	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	3,365	3,365	33,008	...
Engineering and Surveying Schools	1,395	...	1,001	2,396	32,473	...
Technical and Industrial Schools	...	...	...	...	21,296	25,347
Commercial Schools	...	...	...	...	2,717	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	28,250	...
Other Schools	...	...	...	...	12,621	...
Total	1,395	...	9,574	10,969	2,94,667	42,593
Buildings	47	47,576	71,643	1,19,266	12,40,408	6,41,383
Furniture and Apparatus (Special Grants only)	1,012	13,177	13,701	27,890	55,941	76,358
Total	1,059	60,753	85,344	1,47,156	12,96,349	7,17,741
University	...	...	...	...	30,000	...
Direction	...	...	...	...	81,026	...
Inspection	...	...	...	...	2,85,407	49,802
Scholarships held in — Arts Colleges	...	...	...	...	18,160	1,517
Medical Colleges	...	...	...	...	2,935	951
Other Professional Colleges	...	...	...	...	3,732	2 832
Secondary Schools	...	...	...	...	43,780	65,888
Primary Schools	...	...	...	...	21,559	170
Medical Schools	...	...	...	...	12,381	1,680
Technical and Industrial Schools	...	...	...	...	4,046	6,888
Other Special Schools	...	...	...	...	...	...
Boarding-houses	...	...	...	...	1,17,356	35,621
Miscellaneous	...	...	...	...	51,628	30,913
Total	...	...	...	...	6,72,010	1,96,262
Total Expenditure on Public Instruction	2,26,899	1,16,389	1,58,870	5,02,158	34,17,026	(*g*)24,39,325

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15—*concluded.*

TURE FROM		ALL OTHER SOURCES.		GRAND TOTAL.	REMARKS.
Municipal Funds.	Fees.	Private.	*Public.* Imperial contributions.		
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
967	2,18,743	92,964	5,050	4,55,682	(*a*) Includes Rs. 5,050 from Imperial Revenues.
...	649	...	...	3,349	
...	366	1,780	...	22,209	
...	15,923	5,129	...	21,452	
...	13,511	...	...	1,2[illegible]05	
...	...	...	...	...	
722	...	5,464	...	1,18,524	
...	2,822	...	...	12,152	
...	...	...	...	56,242	(*b*) From Imperial Revenues.
...	8,850	...	30,563	1,03,115	
1,689	2,60,864	1,05,337	35,613	9,19,330	
64,351	9,33,561	2,03,302	23,160	16,85,797	(*c*) Includes Rs. 23,160 from Imperial Revenues.
60,472	2,93,602	58,749	...	4,81,554	(*d*) Includes Rs. 476 from Provincial Revenues, Rs. 356 from District Funds, and Rs. 338 from Municipal Funds.
22,705	57,897	4,330	...	2,88,969	
4,099	53,677	20,814	17,323	1,99,022	(*e*) Includes Rs. 17,323 from Imperial Revenues.
1,080	12,774	10,756	...	70,449	
34,513	211	21,562	...	62,714	
1,87,220	13,51,722	3,19,483	40,483	27,88,505	
27,471	1,12,324	54,514	...	11,85,194	
67,272	16,269	22,003	...	1,85,243	
75,833	3,705	48,228	...	2,75,898	(*f*) Includes Rs. 200 from Municipal Funds.
22,698	164	4,262	...	39,713	
1,93,274	1,32,462	1,29,007	...	16,86,048	
...	...	2,040	...	1,18,434	
1,725	131	7,137	...	31,156	
...	911	...	...	43,902	
...	...	...	...	...	
1,200	9,789	27,059	...	71,056	
...	6,980	1,001	...	40,454	
18,123	3,446	11,038	...	79,250	
...	2,103	...	...	4,820	
...	...	...	...	...	
...	...	...	...	28,250	
...	2,569	1,897	...	17,087	
21,048	25,929	50,172	...	4,34,409	
62,926	504	2,01,994	3,81,858	*25,29,073	*Revised figures received after compilation has been completed show an additional expenditure of Rs. 12,636 from Provincial Revenues.
12,473	4,724	36,969	64,867	2,51,332	
75,399	5,228	2,38,963	4,46,725	27,80,405	(*g*) Includes the following items :—
...	1,73,036	2,200	1,72,000	3,77,236	(1) Rs. 2,20,700 from Provincial Revenues for the extension of Vernacular education.
...	...	...	...	81,026	(2) Rs. 9,092 from Provincial Revenues for local training classes.
5,094	...	...	...	3,40,303	(3) Rs. 2,800 from Provincial Revenues for the maintenance of District Board Secondary Schools.
1,892	...	5,191	21,701	48,461	(4) Rs 7,95,521 from Imperial Revenues for the extension of Vernacular education.
49	...	1,034	...	4,969	(5) Rs 10,775 from Imperial Revenues for local training classes.
240	...	2,431	8,141	17,376	(6) Rs. 1,54,000 from Imperial Revenues for the erection and improvement of school buildings.
11,660	...	5,112	...	1,26,440	(*h*) Includes the following items :—
243	...	700	...	22,672	(1) Rs. 5,543 from Provincial Revenues for the extension of Vernacular education.
339	...	12,857	...	27,257	(2) Rs. 9,000 from Provincial Revenues for the maintenance of Secondary Municipal Board Schools.
2,680	...	3,980	...	17,594	(3) Rs. 1,43,304 from Imperial Revenues for the extension of Vernacular education.
...	...	...	...	...	(4) Rs. 22,506 from Imperial Revenues for the erection and improvement of school buildings.
7,659	3,85,588	2,04,939	17,194	7,68,357	
17,286	46,780	1,31,812	...	2,78,419	
47,142	6,05,404	3,70,256	2,19,036	21,10,110	
(*h*)5,25,772	23,81,609	12,13,218	7,41,857	1,07,18,0 7	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	Under Public Management.							Under Private			
	Managed by Government.							*Aided by Government Municipal*			
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. Teaching ... Male ...	24,603	...	...	...	...	...	24,603	...	...	...	...
Female	...	...	...	...	...	...	...	9,330	...	...	2,822
Total ...	24,603	...	...	...	...	...	24,603	9,330	...	...	2,822
SECONDARY SCHOOLS.											
School Education, General. For boys ... High Schools ...	12,829	...	...	16,827	...	26,783 (a)	56,439 (a)	37,402	...	...	28,078
Middle Schools, English	...	...	...	...	...	...	...	13,292	...	...	6,274
For Girls ... High Schools ...	6,414	...	...	10,098	...	19,135 (b)	35,647 (b)	52,942	...	...	33,779
Middle Schools, English	...	...	...	...	...	...	...	43,884	...	...	12,682
Total ...	19,243	...	...	26,925	...	45,918 (c)	92,086 (c)	1,47,520	...	...	80,813
PRIMARY SCHOOLS.											
For Boys ... Upper Primary Schools	...	...	...	...	...	...	...	6,891	...	...	2,815
Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Upper Primary Schools	...	...	...	...	...	...	...	4,596	...	...	2,808
Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	11,487	...	...	5,623
Buildings	72,214	...	...	...	...	...	72,214	60,457	...	...	457
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	12,294 (d)	12,294 (d)	1,518	...	...	280
Total ...	72,214	...	...	...	...	12,294 (d)	84,508	61,975	...	...	737
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Training Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...
Boarding Houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
TOTAL ...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,16,060	...	...	26,925	...	58,212	2,01,197	2,30,312	...	...	89,995

TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1914-15.

TUTIONS.													
MANAGEMENT.							TOTAL EXPENDITURE FROM						
or by District or Boards.			*Unaided.*								*All other sources.*		
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	Grand Total.	REMARKS.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	24,603	...	...	...	...	...	24,603	
...	...	12,152	...	...	...	...	9,330	...	...	2,822	...	...	12,152	
...	...	12,152	...	...	...	...	33,933	...	...	2,822	...	...	36,755	
...	4,023	69,503	...	...	...	...	50,231	...	...	44,905	7,646	23,160	1,25,942	(*a*) Includes Rs. 23,160 from Imperial Revenues.
812	1,309	21,687	...	...	...	...	13,292	...	...	6,274	2,121	...	21,687	
...	...	86,721	...	...	...	...	59,356	...	...	43,877	1,812	17,323	1,22,368	(*b*) Includes Rs. 17,323 from Imperial Revenues.
...	...	56,566	...	...	...	...	43,884	...	...	12,682	...	...	56,566	
812	5,332	2,34,477	...	...	...	...	1,66,763	...	...	1,07,738	11,579	40,483	3,26,563	(*c*) Includes Rs. 40,483 from Imperial Revenues.
...	2,738	12,444	...	...	...	...	6,891	...	...	2,815	2,738	...	12,444	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	415	7,819	...	...	...	...	4,596	...	...	2,808	415	...	7,819	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	3,153	20,263	...	...	...	...	11,487	...	...	5,623	3,153	...	20,263	
658	10,506	72,078	...	...	...	...	1,32,671	...	...	457	11,164	...	1,44,292	
...	11,307	13,105	...	...	...	...	1,518	...	...	280	11,307	12,294	25,399	(*d*) From Imperial Revenues.
658	21,813	85,183	...	...	...	...	1,34,189	...	...	737	22,471	12,294	1,69,691	
...	...	...	...	...	...	...	17,872	...	...	...	...	...	17,872	
...	...	...	...	...	...	...	2,120	...	...	...	...	...	2,120	
...	...	...	...	...	...	...	9,614	...	...	...	...	...	9,614	
...	...	...	...	...	...	...	51,376	...	...	1,76,562	53,866	17,194	2,98,998	
...	...	...	...	...	...	...	4,420	...	...	46,354	21,994	97,613	1,70,381	
...	...	...	...	...	...	...	85,402	...	...	2,22,916	75,860	1,14,807	4,98,985	
1,470	30,298	3,52,075	...	...	...	...	4,31,774	...	...	3,39,836	1,13,063	1,67,584	10,52,257	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	31	12,685	2,456	...	2,456	4,744	...	4,744
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	40	9,681	273	...	273	3,260	...	3,260
		Vernacular	125	23,422	...	...	...	6,249	...	6,249
	Municipal	English	36	9,411	224	...	224	2,796	...	2,796
		Vernacular	13	2,325	...	...	...	498	...	498
	Aided	English	98	34,692	4,625	...	4,625	10,834	3	10,837
		Vernacular	3	693	...	...	...	112	...	112
	Unaided	English	41	9,543	1,227	...	1,227	3,327	...	3,327
		Vernacular	...	...	...	...	...	...	...	...
		Total	387	102,452	8,805	...	8,805	31,820	3	31,823
For Girls.	Government	English	4	916	...	43	43	...	186	186
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	3	305	...	...	...	...	28	28
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	9	1,417	...	...	...	...	206	206
	Aided	English	25	2,107	...	126	126	11	437	448
		Vernacular	19	3,411	...	...	...	...	278	278
	Unaided	English	3	443	...	16	16	...	51	51
		Vernacular	...	...	...	...	...	...	...	...
		Total	63	8,599	...	185	185	11	1,186	1,197
TOTAL SECONDARY SCHOOLS.			450	111,051	8,805	185	8,990	31,831	1,189	33,020
PRIMARY SCHOOLS.										
Upper Primary Schools.										
For Boys.	Government		5	889	...	...	...	...	...	...
	District Board		2,741	146,106	...	...	...	...	...	...
	Municipal		13	1,878	...	...	...	...	...	...
	Aided		961	42,838	...	...	...	...	...	...
	Unaided		160	6,280	...	...	...	...	...	...
		Total	3,880	197,991	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		380	14,564	...	...	...	...	...	...
	Municipal		105	5,679	...	...	...	...	...	...
	Aided		214	10,600	...	...	...	...	...	...
	Unaided		42	1,858	...	...	...	...	...	...
		Total	741	32,701	...	...	...	...	...	...
TOTAL UPPER PRIMARY SCHOOLS			4,621	230,692	...	...	...	...	...	...
Lower Primary Schools.										
For Boys.	Government		2	158	...	...	...	...	...	...
	District Board		360	12,904	...	...	...	...	...	...
	Municipal		87	7,769	...	...	...	...	...	...
	Aided		162	7,423	...	...	...	...	...	...
	Unaided		61	2,316	...	...	...	...	...	...
		Total	672	30,570	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		26	733	...	...	...	...	...	...
	Municipal		49	2,766	...	...	...	...	...	...
	Aided		45	1,309	...	...	...	...	...	...
	Unaided		17	577	...	...	...	...	...	...
		Total	137	5,385	...	...	...	...	...	...
TOTAL LOWER PRIMARY SCHOOLS			809	35,955	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			5,430	266,647	...	...	...	...	...	...
GRAND TOTAL			5,880	377,698	8,805	185	8,990	31,831	1,189	33,020

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1914-15.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,026	...	3,026	2,459	...	2,459	...	...	...	12,685	...	12,685
...	...	...	...	...	...	...	...	...	...	...	...
3,425	...	3,425	2,723	...	2,723	...	...	...	9,681	...	9,681
4,417	...	4,417	12,525	2	12,527	229	...	229	23,420	2	23,422
2,784	...	2,784	3,435	...	3,435	172	...	172	9,411	...	9,411
453	...	453	1,325	1	1,326	48	...	48	2,324	1	2,325
8,531	11	8,542	10,643	15	10,658	30	...	30	34,663	29	34,692
173	...	173	408	...	408	...	...	...	693	...	693
2,670	...	2,670	2,307	...	2,307	12	...	12	9,543	...	9,543
...	...	...	...	...	...	...	...	...	...	...	...
25,479	11	25,490	35,825	18	35,843	491	...	491	102,420	32	102,452
3	259	262	89	215	304	...	121	121	92	824	916
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	49	49	...	228	228	...	...	...	...	305	305
...	...	...	...	...	...	...	...	...	...	...	...
...	444	444	...	767	767	...	...	...	...	1,417	1,417
17	412	429	173	902	1,075	...	29	29	201	1,906	2,107
....	654	654	...	2,202	2,202	...	277	277	...	3,411	3,411
...	96	96	...	268	268	...	12	12	...	443	443
...	...	...	...	...	...	...	...	...	...	...	...
20	1,914	1,934	262	4,582	4,844	...	439	439	293	8,306	8,599
25,499	1,925	27,424	36,087	4,600	40,687	491	439	930	102,713	8,338	111,051
313	...	313	576	...	576	...	...	...	889	...	889
29,358	10	29,368	116,164	20	116,184	554	...	554	146,076	30	146,106
652	...	652	1,208	...	1,208	18	...	18	1,878	...	1,878
4,058	14	4,072	38,148	555	38,703	63	...	63	42,269	569	42,838
547	3	550	5,634	46	5,680	50	...	50	6,231	49	6,280
34,928	27	34,955	161,730	621	162,351	685	...	685	197,343	648	197,991
...	...	...	...	...	...	...	...	...	...	...	...
...	2,067	2,067	...	12,339	12,339	...	158	158	...	14,564	14,564
...	754	754	...	4,892	4,892	...	33	33	...	5,679	5,679
6	1,054	1,060	26	9,138	9,164	...	376	376	32	10,568	10,600
...	114	114	...	1,710	1,710	...	34	34	...	1,858	1,858
6	3,989	3,995	26	28,079	28,105	...	601	601	32	32,669	32,701
34,934	4,016	38,950	161,756	28,700	190,456	685	601	1,286	197,375	33,317	230,692
...	...	...	158	...	158	...	...	...	158	...	158
...	...	...	12,831	29	12,860	44	...	44	12,875	29	12,904
...	...	...	7,169	...	7,169	600	...	600	7,769	...	7,769
...	...	...	7,369	4	7,373	50	...	50	7,419	4	7,423
...	...	...	2,284	22	2,306	10	...	10	2,294	22	2,316
...	...	...	29,811	55	29,866	704	...	704	30,515	55	30,570
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	733	733	...	...	...	...	733	733
...	...	...	...	2,591	2,591	...	175	175	...	2,766	2,766
...	...	...	...	1,187	1,187	...	122	122	...	1,309	1,309
...	...	...	...	537	537	...	40	40	...	577	577
...	...	...	...	5,048	5,048	...	337	337	...	5,385	5,385
...	...	...	29,811	5,103	34,914	704	337	1,041	30,515	5,440	35,955
34,934	4,016	38,950	191,567	33,803	225,370	1,389	938	2,327	227,890	38,757	266,647
60,433	5,941	66,374	227,654	38,403	266,057	1,880	1,377	3,257	330,603	47,095	377,698

EDUCATION—GENERAL

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

Class of S	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
			1		
			Boys.	Girls.	Total.
Secondary Schools.					
For Boys ... Government, English ...	2	416	56	...	56
For Boys ... Aided „ ..	6	452	53	...	53
For Boys ... Unaided „ ...	...	...	...	...	...
For Boys Total ...	8	868	109	...	109
For Girls ... Government, English ...	2	413	...	31	31
For Girls ... Aided „ ...	17	1,199	...	66	66
For Girls Total ...	19	1,612	...	97	97
Total Secondary Schools ...	27	2,480	109	97	206
Primary Schools.					
Upper Primary Schools.					
For Boys ... Aided	4	150	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys Total ...	4	150	...	...	...
For Girls ... Aided	3	77	...	...	...
For Girls Total ...	3	77	...	...	...
Total Upper Primary Schools ...	7	227	...	...	...
Lower Primary Schools.					
For Boys ... Aided	...	...	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys Total ...	...	...	...	...	...
For Girls ... Aided	...	...	...	...	...
For Girls Total ...	...	...	...	...	...
Total Lower Primary Schools ...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...	7	227	...	...	...
GRAND TOTAL ...	34	2,707	109	97	206

TABLE V (A).

EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE OFFICIAL YEAR 1914-15.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
199	...	199	105	...	105	56	...	56	416	...	416
184	3	187	86	11	97	102	13	115	425	27	452
...	...	...	...	...	...	...	...	...	...	...	...
383	3	386	191	11	202	158	13	171	841	27	868
...	100	100	...	84	84	83	115	198	83	330	413
11	299	310	17	249	266	173	384	557	201	998	1,199
11	399	410	17	333	350	256	499	755	284	1,328	1,612
394	402	796	208	344	552	414	512	926	1,125	1,355	2,480
...	...	...	12	12	24	77	49	126	89	61	150
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	12	12	24	77	49	126	89	61	150
...	...	...	6	16	22	26	29	55	32	45	77
...	...	...	6	16	22	26	29	55	32	45	77
...	...	...	18	28	46	103	78	181	121	106	227
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	18	28	46	103	78	181	121	106	227
394	402	796	226	372	598	517	590	1,107	1,246	1,461	2,707

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	1	1	3	34	12	1	1	48
2. Bachelor of Arts	1	4	3	8	80	163	226	55	524
3. M. Sc.	1	...	...	1	7	...	...	...	7
4. B. Sc.	1	1	...	2	39	3	...	...	42
5. Intermediate Science Faculty	1	3	2	6	70	88	131	...	289
6. Intermediate Arts Faculty	1	5	3	9	55	214	506	54	829
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	1	...	1	...	21	...	65	86
3. „ „ Gurmukhi	...	1	...	1	...	7	...	58	65
3. „ „ Arabic	...	1	...	1	...	11	...	11	22
3. „ „ Persian	...	1	...	1	...	6	...	36	42
4. High Proficiency in Sanskrit	...	1	...	1	...	14	...	82	96
4. „ „ „ Arabic	...	1	...	1	...	4	...	...	4
4. „ „ „ Persian	...	1	...	1	...	2	...	3	5
4. „ „ „ Urdu	...	...	...	...	...	...	...	3	3
4. „ „ „ Panjabi	...	1	...	1	...	3	...	14	17
4. „ „ „ Hindi	...	...	...	...	...	...	...	4	4
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	165	165
5. „ „ Arabic	...	...	...	...	...	...	...	...	...
5. „ „ Persian	...	...	...	...	...	...	...	5	5
5. „ „ Urdu	...	...	...	...	...	...	...	...	...
5. „ „ Panjabi	...	...	...	...	...	...	...	7	7
5. „ „ Hindi	...	...	...	...	...	...	...	3	3
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	47	39	86
3. First Examination in Law	...	...	1	1	...	...	62	41	103
Medicine.									
1. Final Professional Examination for M. B. B. S.	1	...	...	1	34	...	...	...	34
2. Second „ „ „ „ „	1	...	...	1	33	...	...	...	33
3. First „ „ „ „ „	1	...	...	1	32	...	...	...	32
4. Additional Test in Chemistry	1	2	2	5	39	23	29	...	91
5. Special Certificate Class Examination for Females	1	...	...	1	2	...	...	...	2
6. Second L. M. S. Examination	1	...	...	1	3	...	...	...	3
Veterinary College Examination	1	...	...	1	57	...	...	...	57
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching*	2	2	...	4	251	19	...	24	294
Agricultural College Examination	1	...	...	1	14	...	...	...	14
Schools for General Education.									
1. Matriculation — For Boys	28	57	16	101	941	1,794	497	593	3,825
1. Matriculation — For Girls	1	4	1	6	2	21	4	5	32
2. High School Examination for Europeans. — For Boys	2	3	...	5	12	25	...	2	39
2. High School Examination for Europeans. — For Girls	2	7	...	9	8	22	...	5	35
3. Middle School Examination for Europeans. — For Boys	2	5	...	7	42	30	...	...	72
3. Middle School Examination for Europeans. — For Girls	2	15	...	17	18	54	...	...	72
4. Vernacular Final Examination for Boys	121	1	...	122	2,295	14	...	109	2,418
5. Middle Standard Examination for Indian Girls	9	16	5	30	45	78	28	76	227
6. Public Service Certificate Examination. — English	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination. — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. — Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. — Lower	6	...	...	6	497	...	...	60	557
2. Training School Examination for Mistresses. — Upper	3	4	...	7	15	11	...	3	29
2. Training School Examination for Mistresses. — Lower	1	3	...	4	11	12	...	2	25
3. School of Arts Examination	1	...	...	1	150	...	...	...	150
4. Vernacular Medical Examinations. — M. P. L. Diploma	1	...	...	1	81	...	...	...	81
4. Vernacular Medical Examinations. — Midwives Diploma	1	...	...	1	14	...	...	...	14
4. Vernacular Medical Examinations. — Dhais Diploma	1	...	...	1	35	...	...	...	35
5. Examination in Engineering and Surveying	1	...	1	2	46	...	24	...	70
6. Industrial School Examination	4	...	...	4	50	...	...	2	52
7. Commercial School Examination	2	1	...	3	44	2	...	12	58
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	...	...	...	...	...	...	...	...	...
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

* Includes the following Examinations :—(1) Bachelor of Teaching Examination ; (2) Senior Anglo-Vernacular Certificate (5) European Tehchers.

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1914-15.

Number passed.					Race or Creed of passed Scholars.								
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
18	6	1	1	26	...	...	5	15	2	3	1†	...	...
41	68	103	20	232	...	5	19	128	24	53	3†	...	...
7	...	...	...	7	...	1	1	5	...	...	...	...	...
15	2	...	...	17	...	1	1	8	5	2	...	...	...
48	48	66	...	162	...	2	11	95	38	14	2†	...	...
34	136	272	20	462	...	5	39	247	39	124	8†	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	10	...	27	37	...	...	31	6	...	...	...	...	...
...	4	...	24	28	...	...	...	...	27	1	...	...	...
...	6	...	4	10	...	...	...	...	...	10	...	...	...
...	3	...	27	30	...	...	1	1	...	28	...	...	...
...	11	...	43	54	...	...	46	8	...	...	...	...	...
...	4	...	...	4	...	...	...	...	...	4	...	...	...
...	1	...	2	3	...	...	...	...	...	3	...	...	...
...	...	...	1	1	...	...	...	...	...	1	...	...	...
...	2	...	11	13	...	...	1	1	11	...	...	...	...
...	...	...	2	2	...	...	2	...	...	...	...	...	...
...	...	...	122	122	...	...	107	15	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	4	4	...	...	...	...	...	4	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2	2	...	...	...	...	2	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	23	10	33	...	...	...	2	22	2	7	...	...	...
...	...	39	24	63	...	1	5	48	1	7	1†	...	...
18	...	...	...	18	...	...	3	10	2	3	...	...	...
29	...	...	...	29	...	...	3	19	2	5	...	...	...
17	...	...	...	17	...	...	2	9	6	...	...	...	...
21	11	16	...	48	...	...	1	28	13	4	2†	...	...
2	...	...	...	2	...	2	...	...	...	...	...	...	...
2	...	...	...	2	...	...	1	1	...	...	...	...	...
50	...	...	...	50	...	...	...	7	11	32	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
226	18	...	16	260	24	7	39	95	18	74	3†	...	...
14	...	...	...	14	...	...	...	7	4	3	...	...	...
665	1,084	324	155	2,228	...	21	249	1,036	329	575	18†	...	...
2	12	1	2	17	...	9	...	5	2	1	...	...	...
5	11	...	1	17	14	...	...	1	...	...	...	2	...
4	17	...	4	25	25	...	...	...	...	...	...	...	...
32	14	...	...	46	44	...	...	...	...	...	...	2	...
6	44	...	...	50	50	...	...	...	...	...	...	...	...
1,642	11	...	43	1,696	...	5	257	664	219	543	8†	...	...
32	60	24	43	159	...	36	9	72	28	14	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
424	...	...	40	464	...	1	95	156	33	178	1†	...	...
11	8	...	2	21	...	6	1	8	5	6	...	...	...
9	9	...	1	19	...	9	2	4	...	4	...	...	...
133	...	...	...	133	...	8	3	43	14	65	...	...	...
77	...	...	...	77	...	3	10	47	5	12	...	...	...
12	...	...	...	12	...	12	...	...	...	...	...	...	...
26	...	...	...	26	...	6	...	5	...	15	...	...	...
45	...	4	...	49	...	...	1	28	4	16	...	...	...
18	...	...	1	19	...	...	2	3	2	12	...	...	...
29	...	...	4	33	...	...	7	14	5	6	1†	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Examination ; (3) Junior Anglo-Vernacular Certificate Examination; (4) Senior Vernacular Certificate Examination ; Certificate Examination.

†Jains,

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	In Institutions managed by District Boards.											In Institutions managed by		
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	300
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
College or Departments of Colleges for Professional Training														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	1,894	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	1,894	...	300
School Education, General. — Secondary Schools.														
For Boys. High Schools	6	1,942	2,010	1,747	...	18,793	1,337	39,535	...	37	59,702	280	3,160	6,746
For Boys. Middle Schools English	34	7,739	7,995	7,010	...	22,092	14,705	1,03,675	525	680	1,40,577	...	9,538	6,063
For Boys. Middle Schools Vernacular	125	23,422	25,004	21,896	...	1,95,441	7,831	50,790	130	727	2,54,919	...	5,767	1,713
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular	3	305	300	249	...	2,887	...	...	...	2	2,889	...	...	3,170
Total	168	33,408	35,309	30,902	...	2,39,213	23,873	1,92,900	655	1,446	4,58,087	280	18,465	17,622
Primary Schools.														
For Boys. Upper Primary	2,741	146,106	141,550	123,749	...	8,77,019	1,088	76,293	68	2,353	9,57,421	...	144	99,280
For Boys. Lower Primary	360	12,904	10,976	9,356	...	66,089	4	4,409	34	144	70,680	...	348	10,617
For Girls. Upper Primary	380	14,564	14,087	11,376	...	1,19,171	155	7	9	111	1,19,453	...	1,173	22,786
For Girls. Lower Primary	26	733	594	506	...	5,586	...	...	6	3	5,595	...	...	2,672
Total	3,507	174,307	167,267	144,987	...	10,67,865	1,247	81,309	117	2,611	11,53,149	...	1,665	1,35,355
Schools for Special Instruction.														
School Education, Special. — Training Schools for Masters	13	234	230	222	...	17,246	...	...	...	...	17,246	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	13	727	646	566	...	22,614	...	606	...	49	23,269	...	...	2,733
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	26	961	876	788	...	39,860	...	606	...	49	40,515	...	...	2,733
Buildings	...	...	...	...	39,462	3,28,483	...	...	7,328	5,116	6,80,389	...	12,900	...
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	76,241	...	...	...	...	76,241	...	...	117
Total	...	...	...	...	39,462	4,04,724	...	...	7,328	5,116	7,56,630	...	12,900	117
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	3,701	208,676	203,392	176,677	39,462	20,51,662	25,120	2,74,815	8,100	9,222	24,08,381	2,174	33,030	1,56,167

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.														Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by					
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	...	...	...	...	...	...	...	...	...	...	...	...	...	967	967	1,267	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,894	...	...	...	...	...	...	...	...	...	...	...	722	...	...	722	2,616	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2,194	...	...	...	...	...	...	...	...	...	...	...	722	...	967	1,689	3,883	
28,979	6	2,166	2,177	2,063	...	13,475	3,160	42,944	...	22	59,601	170	1,337	49,369	64,351	93,230	
37,693	30	7,245	7,404	6,336	...	39,695	9,538	81,544	1,262	2,550	1,34,589	...	14,705	6,072	60,472	98,165	
2,02,921	13	2,325	2,529	2,309	...	14,874	5,767	5,220	...	14	25,875	...	7,831	...	22,705	2,25,626	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,099	4,099	4,099	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,080	1,080	1,080	
6,057	9	1,417	1,393	1,097	...	21,473	...	...	...	...	21,473	...	...	13,040	34,513	40,570	
2,75,650	58	13,153	13,503	11,805	...	89,517	18,465	1,29,708	1,262	2,586	2,41,538	170	23,873	72,660	1,87,220	4,62,870	
9,76,443	13	1,878	1,818	1,559	...	11,363	144	8,693	3	119	20,322	...	1,088	15,020	27,471	10,03,914	
77,054	87	7,769	7,190	6,046	...	60,362	348	7,501	...	...	68,211	...	4	6,900	67,272	1,44,326	
1,43,130	105	5,679	5,564	4,385	...	54,836	1,173	2	30	16	56,057	...	155	20,845	75,883	2,18,968	
8,258	49	2,766	2,669	1,875	...	21,573	...	...	18	...	21,591	...	...	1,125	22,698	30,956	
12,04,885	254	18,092	17,241	13,865	...	1,48,134	1,665	16,196	51	135	1,66,181	...	1,247	43,890	1,93,274	13,98,159	
17,246	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17,246	
...	1	10	11	9	649	1,725	...	...	...	...	2,374	...	...	...	1,725	1,725	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200	1,200	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
25,347	7	720	699	582	...	15,302	...	640	...	190	16,132	...	...	2,821	18,123	43,470	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
42,593	8	730	710	591	649	17,027	...	640	...	190	18,506	...	...	4,021	21,048	63,641	
6,41,383	...	...	...	...	5,476	62,851	12,900	...	5,909	3,257	90,393	...	...	75	62,926	7,04,309	
76,358	...	...	...	...	...	12,161	...	...	62	...	12,223	...	...	312	12,473	88,831	
7,17,741	...	...	...	...	5,476	75,012	12,900	...	5,971	3,257	1,02,616	...	...	387	75,399	7,93,140	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
49,802	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,094	54,896	
1,517	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,892	3,409	
951	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49	1,000	
2,832	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	3,072	
65,888	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,660	77,548	
170	...	...	...	...	...	...	...	...	...	...	...	...	...	...	243	413	
1,680	...	...	...	...	...	...	...	...	...	...	...	...	...	...	339	2,019	
6,888	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,680	9,568	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
66,534	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24,945	91,479	
1,96,262	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,142	2,43,404	
24,39,325	320	31,975	31,454	26,261	6,125	3,29,690	33,030	1,46,544	7,284	6,168	5,28,847	892	25,120	22,92	5,25,772	29,65,097	

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1914-15.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are students of						Expenditure from					Remarks.
	Hostels or Boarding-Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
For Males.									Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government.	49	3,665	813	296	2,228	39	...	789	59,901	...	(a) 15,723	66,949	(a) 1,42,573	(a) Includes Rs 8,263 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	220	5,972	...	...	5,516	212	22	222	...	40,545	34	27,975	68,554	
3. Aided by Government or by Local or Municipal Boards.	76	4,339	11	14	4,190	64	1	59	24,048	2,007	42,488	59,448	1,27,986	
Unaided ...	87	6,130	2,060	46	3,435	526	...	63	428	...	45,134	86,636	1,82,198	
Total ...	432	20,106	2,884	356	15,369	841	23	1,133	84,377	42,552	(b) 1,03,374	2,41,008	(b) 4,71,311	(b) Includes Rs. 8,263 from Imperial Revenues.
For Females.														
1. Managed by Government.	4	466	...	...	430	...	...	38	8,418	...	(c) 8,931	22,351	(c) 39,700	(c) Includes Rs. 8,931 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	26	1,279	8	...	1,171	13	...	87	24,561	728	69,546	1,13,503	2,08,338	
4. Unaided ...	20	1,086	...	34	621	295	...	136	...	...	40,282	8,726	49,008	
Total ...	50	2,833	8	34	2,222	308	...	261	32,979	728	(d) 1,18,759	1,44,580	(d) 2,97,046	(d) Includes Rs. 8,931 from Imperial Revenues.
Grand Total ...	482	22,939	2,892	390	17,591	1,149	23	1,394	1,17,356	43,280	(e) 2,22,133	3,85,588	(e) 7,68,357	(e) Includes Rs. 17,194 from Imperial Revenues.

EDUCATION—GENERAL TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1914-15.

Class of Hostels or Boarding-houses.	Number of		Number of boarders who are students of						Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	*Primary Schools.* Upper Primary Schools.	*Primary Schools.* Lower Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.														
1. Managed by Government.	3	436	...	20	416	...	...	...	14,045	...	(a) 8,263	30,285	(a) 52,593	(a) From Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	4	213	...	...	213	...	...	...	7,429	...	4,507	33,023	44,959	
3. Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	7	649	...	20	629	...	...	...	21,474	...	(b) 12,770	63,308	(b) 97,552	(b) From Imperial Revenues.
For Females.														
1. Managed by Government.	2	413	...	...	413	...	...	...	6,946	...	(c) 8,931	16,827	(c) 32,704	(c) From Imperial Revenues.
2. Aided by Government	14	725	...	...	725	...	...	...	22,956	...	49,359	90,463	1,62,778	
3. Unaided ...	1	34	...	34	...	...	...	...	...	...	...	5,964	5,964	
Total ...	17	1,172	...	34	1,138	...	...	...	29,902	...	(d) 58,290	1,13,254	(d) 2,01,446	(d) From Imperial Revenues.
Grand Total ...	24	1,821	...	54	1,767	...	...	...	51,376	...	(e) 71,060	1,76,562	(e) 2,98,998	(e) Includes Rs. 17,194 from Imperial Revenues.

EDUCATION—GENERAL TABLE IX.

RETURN OF THE NUMBER AND QUALIFICATIONS OF TEACHERS SERVING IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1914-15.

		In Primary Schools.					Middle Schools.					High Schools.					Colleges.					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
In Schools for Indians.																						
Teachers of Vernacular.	Trained ...	29	3,756	197	171	23	5	988	210	126	59	176	33	29	301	38	...	...	...	...	...	6,141
	Untrained ...	1	2,095	412	1,710	315	...	231	148	244	73	73	14	14	235	42	...	...	...	...	...	5,607
	Total	30	5,851	609	1,881	338	5	1,219	358	370	132	249	47	43	536	80	...	...	...	...	...	11,748
Anglo-Vernacular teachers and teachers of Classical Languages.	Trained ...	8	4	5	15	1	3	92	99	42	37	305	33	38	427	61	2	...	...	8	18	1,198
	Untrained ...	...	3	6	35	10	13	82	73	107	92	160	25	18	378	91	25	...	...	59	26	1,203
	Total ...	8	7	11	50	11	16	174	172	149	129	465	58	56	805	152	27	...	...	67	44	2,401
	Possessing a degree.	...	...	...	3	...	2	16	14	21	15	143	15	19	248	39	27	...	...	52	43	657
	Possessing no degree.	8	7	11	47	11	14	158	158	128	114	322	43	37	557	113	...	...	...	15	1	1,744
	Total	8	7	11	50	11	16	174	172	149	129	465	58	56	805	152	27	...	...	67	44	2,401
In Schools for Europeans ...	Trained ...	...	...	...	7	...	...	...	...	32	...	23	...	...	49	...	...	...	...	...	...	111
	Untrained ...	...	...	...	8	...	...	...	...	34	...	9	...	...	45	...	...	...	...	...	...	96
	Total ...	...	...	...	15	...	...	...	...	66	...	32	...	...	94	...	...	...	...	...	...	207
	Possessing a degree.	...	...	...	...	...	...	...	...	2	...	5	...	...	12	...	...	...	...	...	...	19
	Possessing no degree.	...	...	...	15	...	...	...	...	64	...	27	...	...	82	...	...	...	...	...	...	188
	Total	...	...	...	15	...	...	...	...	66	...	32	...	...	94	...	...	...	...	...	...	207
Grand Total of all Teachers ...		38	5,858	620	1,946	349	21	1,393	530	585	261	746	105	99	1,435	232	27	...	...	67	44	14,356

Note.—The two totals will be identical.

EDUCATION—GENERAL TABLE X.

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS BY DISTRICTS FOR THE YEAR ENDING 31st MARCH 1915.

Serial No.	Districts.	NUMBER OF SCHOOLS.							NUMBER OF SCHOLARS.							Total Expenditure (direct and indirect) on Schools.		Remarks.
		Under Public Management.		Under Private Management.					Under Public Management.		Under Private Management.							
				Aided.		Unaided.					Aided.		Unaided.					
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Under Public Management.	Aided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
																Rs.		
1	Hissar	129	9	11	...	1	...	150	3,417	530	412	...	9	...	4,368	49,029	2,710	
2	Rohtak	122	7	7	...	3	...	139	5,952	545	351	...	93	...	6,941	55,454	2,368	
3	Gurgaon	113	8	29	...	...	8	158	4,953	580	1,000	...	...	299	6,832	38,682	4,774	
4	Karnal	88	19	11	3	10	1	132	2,739	640	203	183	319	26	4,210	31,087	2,135	
5	Ambala	127	4	29	4	3	2	169	5,557	366	1,239	209	82	74	7,527	44,660	8,297	
6	Simla	7	9	...	2	...	...	18	521	184	...	82	...	...	787	12,171	1,423	
	Total ...	586	56	87	9	17	11	766	23,139	2,845	3,305	474	503	399	30,665	2,31,083	21,707	
7	Kangra	61	16	29	57	1	11	175	4,105	666	1,204	1,853	27	292	8,147	49,422	13,364	
8	Hoshiarpur	146	2	58	2	11	...	219	9,121	98	2,401	65	361	...	12,046	91,748	6,738	
9	Jullundúr	113	4	25	19	...	15	176	7,232	140	1,126	666	...	481	9,645	54,634	5,148	
10	Ludhiana	79	8	20	1	...	5	113	4,377	264	733	77	...	188	5,639	34,988	2,735	
11	Ferozepore	91	39	13	8	...	3	154	4,686	1,374	580	412	...	297	7,349	58,358	3,130	
	Total ...	490	69	145	87	12	34	837	29,521	2,542	6,044	3,073	388	1,258	42,826	2,89,150	31,115	
12	Lahore	82	17	...	31	16	4	150	4,276	1,359	...	2,337	513	193	8,678	39,188	16,802	
13	Amritsar	98	12	73	...	...	3	186	6,045	1,374	2,489	...	...	139	10,047	61,634	9,145	
14	Gurdaspur	127	47	44	1	13	...	232	7,005	2,104	1,546	81	269	...	11,005	76,244	7,136	
15	Sialkot	150	8	81	...	9	...	248	12,458	1,171	3,421	...	482	...	17,527	69,411	10,863	
16	Gujranwala	110	39	39	3	15	...	206	5,595	1,384	1,284	216	558	...	9,037	47,605	10,201	
	Total ...	567	123	237	35	53	7	1,022	35,374	7,392	8,740	2,634	1,822	332	56,294	2,94,082	54,147	

EDUCATION—GENERAL TABLE X—CONCLUDED.

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS FOR THE YEAR ENDING 31ST MARCH 1915—CONCLD.

Serial No.	Districts.	NUMBER OF SCHOOLS.							NUMBER OF SCHOLARS.							TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		REMARKS.
		UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.					UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.							
				Aided.		*Unaided.*					*Aided.*		*Unaided.*					
		Upper.	Lower	Upper.	Lower.	Upper.	Lower.	Total.	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Under public management.	Aided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
																Rs.	Rs.	
17	Gujrat	97	1	91	...	22	1	212	8,347	33	5,650	...	735	76	14,841	41,588	12,852	
18	Shahpur	158	5	40	...	8	...	211	6,493	429	1,294	...	250	...	8,466	44,923	3,921	
19	Jhelum	67	...	58	...	10	...	135	5,626	...	3,197	...	431	...	9,254	26,881	8,510	
20	Rawalpindi	84	3	38	3	7	...	135	6,187	87	1,897	219	273	...	8,663	30,137	5,740	
21	Attock	58	2	44	...	10	...	114	2,906	254	1,898	...	354	...	5,412	21,583	5,768	
22	Mianwali	71	3	36	...	12	...	122	4,000	182	1,567	...	419	...	6,168	32,463	4,584	
	Total ...	535	14	307	3	69	1	929	33,559	985	15,503	219	2,462	76	52,804	1,97,575	41,375	
23	Montgomery	62	38	1	2	...	1	104	2,602	1,285	34	32	...	16	3,969	30,236	918	
24	Lyallpur	197	79	15	22	...	...	313	8,517	3,260	724	707	...	...	13,208	83,878	7,041	
25	Jhang	68	7	42	...	...	7	124	3,162	258	1,853	...	...	235	5,508	28,269	5,546	
26	Multan	99	26	23	4	1	...	153	4,630	1,357	912	284	108	...	7,291	42,028	5,108	
27	Muzaffargarh	72	24	36	...	3	...	135	2,720	473	1,284	...	175	...	4,652	27,770	4,550	
28	Dera Ghazi Khan	71	13	43	...	...	...	127	3,512	434	1,758	...	...	...	5,704	35,372	5,261	
	Total ...	569	187	160	28	4	8	956	25,143	7,067	6,565	1,023	283	251	40,332	2,47,553	28,424	
	GRAND TOTAL ...	2,747	449	936	162	155	61	4,510	146,736	20,831	40,157	7,423	5,458	2,316	222,921	12.59,443	1,76,763	

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